

Westside Community Middle School

Prospectus Charter Application

**Location: Within the boundaries of
Indianapolis Public Schools**

Charter Applicant Information Sheet

Name of Proposed Charter School: Westside Community Middle School (pending location)

Proposed School Address (if known): Not known at this time

School District in which Proposed School would be located: Indianapolis Public Schools

Legal Name of Group Applying for the Charter: Goodwill Education Initiatives

Applicant's Designated Representative: Sheila Dollaske

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State: Indiana

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The proposed school will open in the fall of school year: 2016

Proposed Grade Levels & Total Student Enrollment

	School Year	Grade Levels	Maximum Student Enrollment
First Year	2016-2017	7-8	240
Second Year	2017-2018	6-8	360
Third Year	2018-2019	6-8	360
Fourth Year	2019-2020	6-8	360
Fifth Year	2020-2021	6-8	360
Sixth Year	2021-2022	6-8	360
Seventh Year	2022-2023	6-8	360
Maximum			360

Is this a single-gender or co-educational school? No

If single-gender, please indicate who will be served by school:

Indicate "Girls" or "Boys"

Are you planning to work with a management organization?

Indicate "Yes" or "No" : Yes

If so, please indicate the name of management organization: Goodwill Education Initiatives

Have you submitted this application to other authorizer(s)?

Indicate "Yes" or "No": No

If so, please list the authorizer(s) and the date(s) of submission:

Do you plan to submit an application for this school to another sponsor before the Mayor of Indianapolis makes a final determination on your application?

Indicate "Yes" or "No" : No

If so, please indicate the name of the authorizer:

Have you submitted any other applications to an authorizer in the previous five (5) years?

Indicate "Yes" or "No": No

If so, please indicate the name of *the authorizer, the date and the name of the school* on the application.

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I. Vision

A. Mission

Mission

Scholars, staff, families, and community partners will work collaboratively to ensure an academically rigorous and community-based middle school experience, while providing increased access to transformational opportunities and services for the whole family. Scholars will be inspired and empowered to be leaders and change agents in high school, college, and career.

Educational Philosophy

Scholars learn best when:

- parents, community partners, and school staff work collaboratively to ensure success
- school staff emphasizes academic mastery of knowledge and skills
- all factors and possible barriers to learning are proactively identified and resolved
- education includes character development and conflict resolution

Core Values

At Westside Community Middle School, the daily decisions of staff, scholars, families, and community members are driven by always working to demonstrate the core values of: respect, scholarship, excellence, and courage.

B. Need

The target population for Westside Community Middle School is scholars in West Indianapolis and Near Westside neighborhoods. Forty-one percent of residents in West Indianapolis have not earned a high school diploma, as compared to 16% of adults in Marion County at-large. Additionally, West Indianapolis has one of the lowest reported incomes in the county, based on federal income tax returns. (Indianapolis Sustainable Communities Final Monitoring Report, 2014). Longtime residents and community partners point to the importance of educational attainment for adults as a strategy for improving educational outcomes of scholars in K-12 and economic development. (West Indianapolis Qualify of Life Plan, 2008). West Indianapolis currently has two elementary schools, with the majority of scholars then matriculating into George Washington Community High School to attend grades seven through twelve.

Community members cite this transition as the turning point when many young adults become less invested and engaged in education. The inspiration for Westside Community Middle School stems from the need articulated by residents, and the perfectly positioned community partners, who are already working relentlessly to improve outcomes for residents of West Indianapolis and Near Westside. Building a stand-alone middle school, with a focus on developing community-minded scholars, will alleviate the disengagement that West Indianapolis and Near Westside are currently seeing as scholars transition from elementary school to a combination middle school-high school.

A survey was given to neighbors of school-aged children at a west side community event in August of 2015. A majority of respondents stated that they think preparation to transition to high school needs to be an explicit focus of schools with scholars in grades six through eight. A copy of the survey is available in Attachment A.

Further demonstrating the need for targeted and specific supports for middle school scholars, the academic performance of George Washington Junior High School has steadily declined over the past three years. The pass rate of students passing both ELA and math ISTEP+ has gone from 31% in 2011-2012 to 18% in 2013-2014 (IDOE Compass, 2015). As seen in the table below, Northwest Community Junior High School has also seen a decline in performance over the past three years. Both Key Learning Community and Indiana Math and Science Academy are schools that are not focused on the west side, but rather the Indianapolis community as a whole. Introducing a community-centered school, with strong academic outcomes, will fill an unmet need that exists on the west side. Westside Community Middle School will ensure that scholars attain improved academic outcomes and are ready to engage in rigorous high school coursework.

ISTEP+ Pass Rate (percent)

	<i>2011-2012</i>		<i>2012-2013</i>		<i>2013-2014</i>	
	<i>Math</i>	<i>ELA</i>	<i>Math</i>	<i>ELA</i>	<i>Math</i>	<i>ELA</i>
<i>Indiana Math and Science Academy</i>	75	74	65	54	69	59
<i>George Washington Community Junior High School</i>	58	34	44	30	31	26
<i>Key Learning Community Junior High School</i>	45	58	40	52	55	52
<i>Northwest Community Junior High School</i>	35	26	38	31	33	31

IDOE Compass, July 2015

In addition to poor academic performance, middle schools within Indianapolis Public Schools have struggled to establish a positive learning environment. This is demonstrated by the significant number of fights reported in district middle schools for the 2014-2015 school year. As shown in the table below, the two neighborhood middle schools on the west side had the highest ratio of fights to total student population of any schools in the district. Additionally, Key Learning Community, where Sheila Dollaske served as principal, had the best ratio of fights to total student population.

Ratio of Fights to Student Population in IPS Middle Schools

	<i>Total Student Population</i>	<i>Number of Reported Fights</i>	<i>Ratio of Fights to Students</i>
<i>Northwest Community Junior High School</i>	367	73	1: 5.0
<i>George Washington Middle School</i>	578	92	1: 6.2
<i>John Marshall Middle School</i>	340	40	1: 8.5
<i>Shortridge Middle School</i>	343	29	1: 11.8
<i>Broad Ripple Middle School</i>	406	34	1: 11.9
<i>Harshman Middle School</i>	587	25	1: 23.5
<i>Crispus Attucks Middle School</i>	629	26	1: 24.2
<i>Key Learning Community Junior High School</i>	143	3	1: 47.7

Retrieved from <http://www.theindychannel.com/news/call-6-investigators/call-6-investigates-what-ips-schools-have-the-most-fights>

Family and Community Support

Families at Westside Community Middle School will be connected to a comprehensive network of social services, family, and health programs. These supports are crucial in supporting scholars and families in overcoming the challenges and struggles associated with poverty. The nature of these supports will be an innovative approach, in that it flips the current structure of most supports currently offered in schools. While families frequently rely on supports that are offered by schools, there are few programs that allocate the resources proactively. This results in families becoming dependent on schools for certain resources. When the family no longer has a child in the school, they no longer have access to the resources on which they have become

dependent. The families have not been empowered to develop their ability to address the need on their own. Additionally, schools continually invest the same resources in the same families to address the same areas of need.

The goal at Westside Community Middle School will be to proactively allocate resources in a manner that empowers families to build internal capacity and make transformational changes. In order to do this, a team of people from the school and the family will define a specific family goal that addresses a current area of need and complete a Family Access Plan (Attachment B). Community resources will be leveraged and invested in the family to best meet this goal, with regular progress monitoring checks held throughout the year. The ultimate purpose of the Family Access Plan is to build the internal capacity of each family, and to ensure increased access to transformational opportunities that will persist well beyond the time their scholars are enrolled in Westside Community Middle School. The flexible structure and supportive relationships within this program will provide the members of the community, including family members of middle school scholars, with educational attainment, employment, and growth opportunities. The innovative positioning of an adult high school, embedded within a neighborhood school, will directly empower residents of West Indianapolis and the Near Westside to reverse the current rates of high school attainment in the neighborhoods. Leveraging additional community resources, as needed to by families, will be a strategic investment in families' long-term success.

C. Goals

Westside Community Middle School is committed to ensuring an excellent education for scholars and access to transformational opportunities for family and community members. Given this extensive commitment, additional goals have been set around academic outcomes and organizational viability.

Performance Goals

<i>Academic Performance Goal 1</i>	Scholars at Westside Community Middle School will achieve their personal growth goal based on the NWEA MAP reading assessment, as measured each spring.
<i>Academic Performance Goal 2</i>	Scholars at Westside Community Middle School will be prepared to achieve “on-track” status freshmen year of high school.
<i>Organizational Viability/Non-Academic Performance Goal 1</i>	Families at Westside Community Middle School will leverage available supports and achieve personal goals that lead to increased access to transformational opportunities.
<i>Organizational Viability/Non-Academic Performance Goal 1</i>	Westside Community Middle School will retain effective and highly effective certified staff members.

Two of these goals, Academic Performance Goal 2 and Non-Academic Performance Goal 1, include innovative metrics that are not currently formally measured by schools in Indianapolis. The freshmen on-track rate has been credited with having a significant impact on improving the high school graduation rates of scholars in Chicago Public Schools. (Grossman, 2015). It is a metric that will positively impact scholars on the west side of Indianapolis well beyond their years in middle school. The participation of families in the education of their scholars, while also building the capacity of the family to navigate challenges, will transform families and neighborhoods. It will decrease the dependency of families on the supports offered by schools as families build internal capacity, which will ensure that the families are empowered to experience stability and success long after their children leave Westside Community Middle School.

Please see Attachment C for additional information, including targets and measuring tools, which will be used to assess the success of Westside Community Middle School.

II. Educational Services Provided

A. Educational Model

The educational model of Westside Community Middle School will build upon instructional best practices to meet the needs of scholars. The educational model will prepare scholars for success in high school, and ensure all scholars have access to opportunities in college and career.

Units of Study and Assessment

The core curriculum at Westside Community Middle School will be aligned to the Indiana Academic Standards. All staff will be trained in the *Understanding by Design* framework (McTighe & Wiggins, 1999). Through this framework, unit plans will be developed with clearly articulated scholar understandings and aligned objectives, assessments, and daily lessons. A component of this process will include each grade level content team developing common formative assessments that are designed to determine if scholars are mastering knowledge and skills throughout the unit. Formative assessments may take a variety of forms, but all units will contain at least one formative performance task. Throughout and after instruction, teachers will collectively examine all scholar data to ensure they are making progress towards established goals for each scholar (Tomlinson & McTighe, 2006). Unit plans will be written with time built in for remediation and/or enrichment in order to meet the needs of all levels of learners.

Mastery Learning

All teachers and scholars at Westside Community Middle School will utilize mastery learning. Mastery learning, in conjunction with backward planning, will allow teachers to target and tailor instruction for each scholar (Wormeli, 2006). Parents will receive regular reports regarding current levels of mastery for specific standards for their child. Scholars will have the opportunity to work on standards where they need continued support and to move on after they have mastered standards. This strategic and individualized approach will ensure that the learning time for all scholars is fully maximized.

Mastery learning, in conjunction with the mastery grading system that will be used, empowers scholars to take responsibility and ownership over their personal achievement data. As scholars prepare for high school, college, and career, taking ownership of outcomes is of the utmost importance. This ownership, coupled with an understanding of how to best address areas of need

and appropriately advocate for themselves, is a benefit scholars will take from mastery learning that will positively impact scholars well beyond middle school.

Integrated Technology

An important factor in individualizing instruction and providing differentiated support based on mastery data is the integration of technology. Scholars and teachers will receive training in how to utilize technology to increase differentiation and maximize learning. Each scholar will have a Chromebook available for his or her use throughout the school day.

It will be critical for teachers to receive training in how to maximize technology for scholar training. In addition to training, teachers will be expected to integrate the use of technology into unit plans. This will ensure that teachers are proactively planning the use of technology and provide an opportunity for the Director of Academics to provide feedback on plans for technology integration prior to implementation. When used correctly, technology can provide an excellent way for scholars to engage in learning while teachers work with small groups, addressing targeted skills. Utilizing technology as a teaching tool also provides teachers with more immediate access to scholar data. This allows the teachers to take the time they would spend grading and inputting data, and instead spend that time analyzing where scholars are and adjusting instruction.

In addition to providing increased individual autonomy in learning, the integration of technology will also ensure scholars are prepared with the 21st century skills needed in high school, college, and career. Authentically utilizing technology throughout all classes will provide scholars the opportunity to learn and apply new skills on a daily basis.

Use of Data and Academic Support

The staff at Westside Community Middle School will understand the importance of analyzing data to improve scholar achievement. School-wide, grade level, teacher specific, and scholar specific data will be regularly analyzed. One of the core reasons for the regular use of data is to ensure high quality instruction during class time. In class, all scholars will receive high quality instruction that is aligned to the state standards, and has an emphasis on performance-based tasks. Scholars will receive scaffolding and differentiation from all of their teachers throughout class time, based on their current levels of mastery. Teachers will use data to prioritize skills and objectives, create small groups, and target scholars who need assistance.

Teachers will be trained in the beginning of the year on how to best maximize the use of scholar data. A hybrid approach of using *Driven by Data* and *Data Wise* will allow teachers to create a tailored approach to using scholar level data. This approach provides scaffolded support to teachers who are new to using data, and works to build the reflective practice of all teachers. As staff becomes familiar with the flow of questions, they will build their capacity to use these reflective questions as they approach all areas of their work with scholars and families. The data reflection questions are available in Attachment G.

Teachers will build on high quality instructional time in the core classes by taking multiple measures of scholars' learning. Teachers will utilize a number of different types of assessments to address scholar-learning trends, modify instruction and, ultimately increase scholar achievement. The collection and analysis of data will also be supported by the GEI analytics

team. This support, in conjunction with teacher training, will provide all staff members with actionable access to data.

Response to Instruction

Scholars will likely enter the school at different academic levels. Teachers will be charged with ensuring that all scholars, regardless of starting point, are challenged to work to their maximum potential and make substantial growth each year. Growth is of particular importance for scholars who enter the school year behind grade level. One structure that will be used to support scholars is Response to Instruction (RTI). The RTI program at Westside Community Middle School will establish a multi-tiered approach for the early identification and support of scholars with learning and behavioral needs. Appropriate interventions will be provided to scholars to accelerate their rate of learning. The RTI program at Westside Community Middle School will include the following essential components:

- High quality, research-based classroom instruction in general education classrooms.
- Weekly progress monitoring of scholar support and performance.
- Three levels of tiered interventions to differentiate for all scholars.
- Parental involvement to provide parents information about their child's progress and academic and/or behavioral goals that have been established.

The purpose of RTI is twofold: (1) to provide supports to scholars who are struggling academically or behaviorally in the school, and (2) to provide a documentation-based process for scholars to be referred for evaluation to receive Special Education services (The RTI Action Network, n.d.). RTI will have three different tiers of supports that scholars move through if they are struggling with either academics or behavior. The RTI Committee, which is made up of the teacher, instructional coach, social worker, special education teacher, and principal, will meet once per week during a common planning period to assess referrals, interventions, and scholar progress. Parents will also be invited to attend these meetings, and will be updated with progress of their scholar throughout the duration of the RTI process.

Professional Learning Communities

The staff at Westside Community Middle School will participate in weekly Professional Learning Communities (PLCs) with grade level, special education, and ELL teachers. Through this collaboration, all staff will drive scholar outcomes and continuously reflect on their practice (DuFour & Mattos, 2013). This will build the capacity of all staff to maximize the impact of the *Understanding by Design* planning model, and support collective practice.

In addition to PLCs focused on scholar academics, quarterly PLCs will also convene with members of scholars' families and the family services team present. These Family Access Plan meetings will provide families and staff the opportunity to develop each family's Family Access Plan. At the beginning of the year, these meetings will include goal setting as a team, and determining the resources needed for families to reach their goals. The family services team will work with their assigned caseload of families, ensuring that adjustments are made as needed throughout the year. The goal will be to proactively allocate resources, while leveraging community partners to build the long-term capacity of families. The quarterly Family Access Plan meetings will address any areas of need that scholars and their families are facing, while

also serving as an opportunity to monitor the progress each family is making in achieving the goals outlined in the Family Access Plan. These opportunities to regularly meet will ensure that all families' needs are being addressed and that services are appropriately allocated. The meetings will also serve as a critical component in establishing supports that build the internal capacity of the family, while decreasing the dependency the family has on the school to only provide resources over the course of a scholar's time at Westside Community Middle School. This will ensure that scholars and families are set up to be successful far beyond the time that their scholar is enrolled in Westside Community Middle School.

Self-Empowerment Advisory

Scholars at Westside Community Middle School will participate in a daily Self-Empowerment Advisory course. The self-empowerment course has a dual focus on building community and providing scholars with skills that will empower them to be successful well beyond their years in middle school. The self-empowerment training will provide scholars with an increased awareness of themselves, as well as an increased sense of community with their peers and teachers. A component including conflict resolution will provide scholars with the skills needed to appropriately interact with their peers, as well as with members of the community, when conflicts arise. A sample conflict resolution lesson plan can be found in Attachment H, along with a reflection sheet that all scholars will use when conflicts arise. This purposeful facilitation will prepare scholars to examine their place in the communities to which they belong, and empower them to resolve conflicts in all areas of their lives as they move forward.

In addition to building community and teaching conflict resolution skills, advisory will also provide a time for scholars to participate in service-learning projects. Scholars will spend sixth and seventh grade participating in service and working on the skills needed to be trusted members of the community. In eighth grade, scholars will participate in a capstone project that is described in detail in the next section. A sample planning tool for teachers to use when facilitating these experiences can be found in Attachment I.

The advisory model will also provide time for the school's core values to be explicitly taught, in addition to authentic application of the core values throughout interactions at the school and in the community. In addition to core values, scholars will be prepared for high school, college, and career during advisory by learning and applying critical organization and study skills. Middle school is a critical time for scholars to learn and practice independence as it applies to their academics. An example of a possible advisory lesson is available in Attachment J.

Finally, the Self-Empowerment Advisory will be structured so that scholars and staff stay together for the three years spent at Westside Community Middle School. Cited as a best practice for the middle grades, the clear and ongoing relationship with an adult will ensure the scholars feel connected to the school community and to a mentor on the staff (Bottoms, G. & Timerlake, A., 2012).

Capstone Project

As a culminating experience, all eighth grade scholars at Westside Community Middle School will participate in a self-designed capstone project that requires scholars to apply the skill sets that they will develop as a part of their time at Westside Community Middle School. The

independent nature of this project will provide scholars with the real-life experiences they need to be prepared for high school, and moreover, college and career ready upon graduation. All capstone projects will be based on the prompt of finding a solution for a need the scholar has observed within the West Indianapolis and Near Westside communities. These projects will serve as catalysts for scholars to continue to actively engage with the community, throughout and beyond the completion of their project. The ownership and investment that scholars demonstrate through their capstone projects will be a component in the ongoing transformation of the community and in fostering community-minded and self-empowered scholars.

Culture of High Expectations

Westside Community Middle School will create a positive school environment for scholars on the west side of Indianapolis. Each scholar will end his or her day excited to return the next day and be better prepared for a rigorous high school environment. Scholars, teachers, school leaders, and parents will all be held to high expectations and accountable to ensuring scholars have increased access opportunities. Each day, all members of the school community will start with reciting the pledge together (Attachment K). This will serve as the starting point for scholars, staff, and families to work together to develop and grow in the character traits of: respect, courage, scholarship, and excellence. Through intentional instruction, as well as daily authentic practice, these character traits will become a way of approaching all areas of life for members of the school community.

Positive Behavioral Interventions and Supports

Westside Community Middle School will utilize a Positive Behavioral Interventions and Supports (PBIS) framework. The use of a PBIS framework will create a school culture where positive scholar behaviors are taught from the beginning of the year and continually reinforced. Another integral component of PBIS is the use of data to drive decision-making. As Westside Community Middle School launches and continues to grow, the analysis of data and use of the PBIS framework will allow for adaptations to be made as needed. Additionally, PBIS is designed to address the needs of all scholars, with more intensive and individualized supports for scholars who need them. A PBIS system is particularly beneficial in a middle school, where consistency helps scholars navigate the complexities of a challenging time.

One component of PBIS at Westside Community Middle School will be a positive rewards system. Through this system, scholars will be able to earn rewards for demonstrating the expected behaviors and showing academic growth. Each quarter, Westside Community Middle School scholars will be given the opportunity to redeem Scholar Dollars for various events. These events will range from college visits, to skating parties, to a lock-in. Providing experiences for the scholars to earn will leverage their eagerness to interact with peers, as well as their community, while also providing small, shorter-term goals for them to reach. Scholars who earn the right to participate will have their positive choices reinforced and be reinvested quarterly in the pursuit of a quality middle school education. A sample poster for scholars can be found in Attachment L.

Additionally, logical consequences for negative choices made by scholars are embedded within the PBIS framework. . All consequences will be clearly laid out in the Family and Scholar Handbook that families will receive at the beginning of the year (excerpt in Attachment M).

Consequences for poor choices will be clearly aligned to opportunities for scholars to restore any harm or damage that has been done, while maintaining a safe school environment. All decisions regarding consequences will be based on the shared understanding that scholars' time is best spent within the classroom.

As with all other aspects of Westside Community Middle School, the importance of communicating with parents will also apply to scholars' behavior. Staff will make contact for positive and negative choices that are made by scholars. If a scholar makes a poor choice and receives a consequence, the parent will be notified. Under a staff member's supervision the scholar will frequently be the one to call his parent to discuss the poor choice. This model allows for the scholar to take ownership of his actions, and describe to his parent how he intends to repair any harm that has been done to the school community. Another possible consequence for poor choices includes parent shadows. During parent shadows, the parents will be invited in to attend classes with the scholar. A post observation reflection will be completed with the scholar, parent, and a staff member. During this conference, the scholar will be asked to brainstorm ways they can avoid the wrong choice in the future. All discipline conversations will focus on developing the ability of the scholar to avoid the same situation in the future, and also to see possible implications of his or her behavior outside of the school in the greater community.

School Calendar

The school day at Westside Community Middle School will run Monday through Thursday from 7:45am to 3:15pm. On Fridays, scholars will be dismissed at 2:15pm to provide staff with time to meet for professional development and PLCs. These school hours will provide scholars with an additional 120 minutes of instruction per week, as compared to secondary schools in Indianapolis Public Schools. In addition to the extended school day, after school enrichment activities will be offered Monday through Thursday. These activities will include academic, athletic, and interest-based extracurricular activities. All school-sponsored after school activities will include a 30-minute study table period. This will ensure that scholars are devoting time to homework and studying, in addition to participating in a variety of enrichment activities.

The academic calendar of Westside Community Middle School will provide scholars with the opportunity to attend school for ten additional days of instruction as compared to students in Indianapolis Public Schools. Scholars will have a one-week fall and spring break, rather than a two-week break. Over the course of one year, scholars will go to school for approximately 190 days. Additionally, staff will report back to school 1.5 weeks prior to the scholars beginning. This will give staff the time that is needed for professional development, strategic partnering with the community, and engaging in PLCs. A yearlong scope for staff professional development can be found in Attachment N.

Sixth grade and new scholars will come back three days earlier than the rest of the scholar population. This time will be spent acclimating scholars to the school environment, processes, and expectations at Westside Community Middle School. It will help to ease some of the stresses associated with transitioning to middle school, and ensure that all scholars are prepared to successfully participate in the school community and engage in robust instruction beginning week one of school.

A Day in the Life of a Scholar

Jordan is an eighth grade scholar at Westside Community Middle School. She wakes up and walks to school each morning, as it is just a few block from her house. Jordan arrives at school at 7:40am. As she walks through the front doors, an adult, usually the school director, greets her. Each morning starts with a handshake and a couple of questions about how things are going. Jordan knows that this is the time she needs to tell Ms. Dollaske, the school director, about the issue she saw on Facebook last night. It's different than Jordan's old school, where the other kids would just talk about it all day and usually end up fighting. Jordan knows that if she doesn't report it to an adult and they find out about it later, the adult's first question will be "Why did you make the choice to not tell an adult about this problem?" t WCMS, the adults are always asking the kids why they make certain choices. They emphasize choices so much that they even talk about them in a special class called Self-Empowerment Advisory. Jordan decides to quietly tell Ms. Dollaske about the Facebook issue, and Ms. Dollaske has Jordan swing by and tell the counselor what happened. The counselor is always in the breakfast room each morning. Jordan tells him of the issue and the counselor plans for all the girls involved will come down during first period to do a reflection and talk through how they can use their conflict resolution skills to resolve the issue. Jordan feels better and grabs breakfast before heading to her locker and going to first period. The day always starts with Self-Empowerment Advisory and her class has the same people Jordan has been with since she started at WCMS. They also still have the same teacher, Mr. Jones.

During Self-Empowerment Advisory Mr. Jones is checking in with the scholars about the science quiz they are having today. Part of what Jordan has learned to appreciate at WCMS is that her day always starts and ends with Self-Empowerment Advisory. This has helped her become much more organized with her homework and study habits. Jordan checks in with Mr. Jones and then gets a pass to go talk through the Facebook conflict with the counselor and the other scholars involved. They all resolve the issue, and realize that it is once again a case of hearsay. Jordan is feeling much better and is proud that she reported it so quickly. She knows that she will be much more able to focus on her classes now that this has been resolved. The girls all leave the counselor with the same directive: if anyone asks you about it, politely let them know that the issue has been handled, and it will not be discussed further. Jordan has learned during her time at WCMS that the adults really mean if when they say this. It's part of how they maintain the community of respect they have built.

Jordan moves to her first block of the day, where she has math class. Jordan has been really enjoying math, especially since she is starting to get into Algebra 1 material. The math teacher, is Mr. Jones, also her advisory teacher. Mr. Jones has the scholars work on their Chromebooks at their own level. He then has the scholars come in small groups with other people who are working on similar material. Today he goes over graphing linear equations with Jordan's group. Jordan participates in the mini-lesson and then heads back to her seat to practice the material independently. Time flies, and before she knows it Jordan is heading to second block.

During second block Jordan has Humanities with Mr. Templin. Mr. Templin has been having the eighth graders incorporate their capstone projects for advisory into his class. Today the class starts with a bell ringer that includes reading a current events clip. Jordan then gets right into researching more information about her capstone project, which is access to activities for the

kids her age on Friday nights. Jordan has had too many friends who haven't taken the right path, and who have dropped out of school. Jordan is proposing that finding better things for teens to do on Friday nights will help with this. Jordan has reached out to Mary Rigg Neighborhood Center, with the help of her advisory teacher, and is working with them on a grant proposal for a Friday night open gym. Today's task is to fill out a graphic organizer that includes Jordan researching what options are currently available in other neighborhoods, and figuring out if there have historically been options for kids in her neighborhood. About halfway through Humanities, Mr. Templin calls everyone back together. Mr. Templin is going over how to cite references. Jordan and her classmates spend the rest of class completing a lesson on citing references, including a practice portion that has Jordan's references for her project.

Next, Jordan goes to lunch. She spends her lunch period chatting with her friends. Before she knows it, it is time for band. Jordan joined the band when she first got to WCMS and is excited to be a part of the advanced band this year. They have done a couple of performances, and it has really made Jordan excited to participate in the high school band next year. Their band director, Ms. Ontiveros, has even had them practice with the high school band from the neighborhood high school a couple of times. Jordan is excited that she's had this experience, and it makes her less nervous for her transition to the high school.

After band, Jordan goes to English Language Arts. Jordan knows that her ELA teacher, Ms. Stephens is going to ask her how her RTI is going. Jordan has been working with one of the special education teachers on organizing her writing. It is one of those things that she never learned in elementary, and it's really caught up with her in middle school. Jordan likes going to RTI because she gets extra help with her writing, and she has seen it make a difference in her mastery scores on her projects. Jordan lets Ms. Stephens know that it's going well and settles in. Ms. Stephens starts class with a writing prompt from the reading the night before. Jordan is glad that she spent her study table time, before band practice, doing the reading. Jordan completes the response. They spend the first part of class reading a section of their novel as a class. As they read, the scholars mark-up where in the text they can make inferences. That is the skill they are working on today. About halfway through the class, Ms. Stephens tells the class to continue reading on their own, and to raise their hand if they have a question. Jordan keeps reading and is able to even get a little bit into some of the pages she has to read for homework. Class ends, and it's time for Jordan's science quiz.

Jordan arrives to science after a quick stop at her locker. She made sure to go quickly, as she didn't want to lose locker privileges by being tardy. Jordan remembers in sixth grade when they had to earn the privilege to go to their locker during the day. Now as an eighth grader, Jordan has learned which classes she has time to stop before, and how to think ahead in her day. She is sure this is a skill that will help her when she gets to the neighborhood high school next year. Jordan settles in and does her bell ringer. The teacher, Ms. Supilowski, passes out the quiz. Jordan looks at the top and sees it includes the three objectives that Ms. S. told them would be on the quiz. Jordan knows that she is especially strong in two of them, but that the third one is about the cycle of water vapor and it is a bit tougher for her. Jordan tackles the questions that are aligned back to the first two objectives first. This is a test-taking skill they have discussed in Self-Empowerment Advisory, and Jordan has found that it helps her with her confidence. Jordan goes back and completes the final questions and checks her work. After the last science quiz,

Jordan had to do a mastery make-up for one of the objectives. While it's not ideal, it's also not a big deal. Her teachers always let them know that they can work to improve their mastery, and that it might just take some more time studying and reviewing the material before they get it. Jordan is confident that she did well on all three of the objectives for this quiz, though. After everyone is finished, the class starts reading through the procedures for a new lab they are going to do. Jordan likes that they have to really understand the labs before they start them. It helps her think about what needs to be done and makes sure she knows what to look for. They are going to setup their labs tomorrow. Jordan ends the class with her lab group, talking through what they are going to have together for the next day's experiment.

It's already time to head back for the end of day Self-Empowerment Advisory. Jordan is looking forward to heading back because she knows that her mom had a job interview today that the social worker and Mr. Jones helped her setup. Jordan is sure that her mom has probably texted Mr. Jones and let him know how the interview went. Jordan's mom even came in and practiced interview questions with the Director of Family and Community, before the interview. This was all part of Jordan's Family Access Plan. Her mom has really struggled to get a job, and everyone agreed that some practice and interview tips would make a big difference. Jordan's Family Access Plan has a goal that her mom will get a job that makes at least \$15/hour. Jordan knows that this is now possible because her mom finished her high school diploma. She started when Jordan was in sixth grade and took a class that the Excel Center was offering right at WCMS. Jordan's mom was hooked, and ended up finishing up her degree at the Michigan Street Excel Center. Jordan is so proud of her, and knows that her getting a job is the next step. Mr. Jones lets Jordan know, right as she walks in, that her mom's interview went well. She should hear back in the next two days. Jordan is excited and spends the rest of the time organizing her homework and making a list of what she needs to do for her capstone project. When the bell rings, Jordan heads to study tables, before band practice. It's another great day at WCMS!

A Day in the Life of a Teacher

Ms. Supilowski has been working at Westside Community Middle School for the past three years. She is excited to see her first group of sixth grade scholars graduate from the school in June. The anticipation and urge that the staff feels to ensure they are ready to be successful in high school is palpable. But the staff all knows that each scholar's performance in ninth grade is a huge indicator if they will make it to high school graduation. With this sense of urgency, Ms. Supilowski begins her day at 7:15am. She always arrives a little bit early, so that she can check in with the other teachers on the eighth grade team. She chats with the ELA teacher, and is excited to share the resources she has been using to promote literacy in her classroom. Ms. Supilowski has been really trying to push literacy skills this year, as she knows that her scholars need to be prepared to read and access challenging materials.

At 7:40am Ms. Supilowski takes her place at her doorway. It is one of her favorite parts of the day, as each staff member greets scholars as they walk to their classes and enter their classrooms. At 7:45am, when the bell rings, Ms. Supilowski starts her Self-Empowerment Advisory. The eighth grade advisory teachers have noticed that the scholars have been requiring more mastery retakes than usual. They have all agreed to place an emphasis on preparing for quizzes and tests the first time they come up, in hopes this will help scholars be prepared the first time around.

Ms. Supilowski's advisory discusses the science quiz they have that day, and other upcoming assessments that the scholars need on their radar.

After advisory, Ms. Supilowski teaches eighth grade science during blocks 1 and 2. She is having the scholars take their quizzes, and then begin to process through the setup for a lab they will be starting. The class periods fly by, as Ms. Supilowski serves as a facilitator as the lab groups work through the lab setup. She is excited to see how well they are working together, and is encouraged by the tough questions they are asking each other.

Before she knows it, it is block 3. During block 3, Ms. Supilowski grabs her lunch and goes to eat with the other eighth grade teachers. Every day during the week, the teachers have a common block off. One day they have a formal PLC, and another day they have an RTI meeting during the second half of the block. Ms. Supilowski has realized though, that the team treats every day as a PLC. A day does not go by that her team isn't discussing a concern they have with a scholar, or figuring out ways to reinforce a skill that many scholars are struggling with across several classes. Today, the teachers discuss their upcoming progress monitoring meetings for the Family Access Plans for the eighth grade scholars. The teachers are excited to hear updates on how things are going with each family, and to formally chart progress.

After third block, Ms. Supilowski teaches two more eighth grade sections of science. She ends the day with her Self-Empowerment Advisory, where they are organizing their homework for the next day. Ms. Supilowski has noticed a major shift that has occurred in this class since sixth grade. At first, Ms. Supilowski had to walk the scholars through each step of organizing their binders, writing down homework, and prioritizing time. Now, Ms. Supilowski frequently watches as one of her scholars takes a lead in making sure they all agree on what the homework is, and they start writing out a time schedule in their planners for how they will spend their time after school. It is a skill that Ms. Supilowski and the other teachers are excited to see the scholars practicing independently. They know that it will be critical to the scholars' success in high school.

At the end of the day, Ms. Supilowski heads down to supervise study tables. She runs a gardening club after school, but knows that the scholars must do thirty minutes of study tables first. This practice has really helped the scholars, especially the younger ones, with their time management. The thirty minutes fly by, as Ms. Supilowski answers questions, and it's soon time for Garden Club. Today, the scholars are headed out to the garden beds that were donated by a local community partner. The scholars are working on growing food that will be sold to families and community members. The food will be fairly priced, with the club making just enough to buy their materials for the next year. The scholars are excited to see that some of their tomatoes are starting to ripen. It will be any day now that they can be picked. When Garden Club ends Ms. Supilowski walks her scholars out and chats with a couple of the parents who are getting out of Excel Center classes. She sees two moms and a cousin who she has gotten to know well through Family Access Plan meetings. They are all excited about their progress in their courses, and Ms. Supilowski enjoys hearing them talk about which career certifications they want to pursue with the Excel Center.

Ms. Supilowski heads upstairs and grabs the quizzes she needs to grade. She knows that her scholars will be asking her for their mastery grades first thing tomorrow, and she wants to be ready.

B. Curriculum

All courses at Westside Community Middle School will be aligned back to the Indiana Academic Standards. Teachers will use these standards to plan comprehensive units of study and rigorous end of unit and end of course assessments. Teachers will have extended time during the summer institute to complete curriculum maps for the year. Throughout the year, teachers will revisit these curriculum maps, along with scholars' data, and make adjustments to best meet scholars' needs.

Specific resources will be made available to provide teachers with tools to teach the standards outlined in curriculum maps and unit plans. Including resources that scholars can access using technology that is integrated into the classroom is a critical component of the resources that will be made available. This will allow for increased individualization of instruction, as teachers maximize the learning data that is available. A list of these resources is below. Additional resources will be vetted throughout the winter of 2015, with final decisions being made by spring of 2016.

Curricular Supports

<i>Core Content Area</i>	<i>Curricular Supports</i>
Math	EngageNY, MobyMax, ReflexMath
English Language Arts	MobyMax, NoRedInk
Science	Foss, Discovery Education
Humanities	Discovery Education

English Language Arts and Humanities

Scholars will take the NWEA each fall. In addition to data on skill level, teachers will receive data indicating each scholar's current reading level. This data will be used to tailor instruction and ensure scholar growth. The ELA and Humanities teachers will work together closely to cover ensure all scholars are mastering standards within the Indiana Academic Standards for English Language Arts and Social Studies. There will be an emphasis on reading non-fiction text in the Humanities class, while the ELA class will have a balance of literature and non-fiction text. The staff at Westside Community Middle School will recognize that middle school is often the last time that scholars have an opportunity to receive direct instruction in reading. As a result, any scholars who are not reading on grade level will receive intensive supports through RTI and/or special education services in reading. This will promote all scholars reaching their growth goals for the NWEA, in addition to mastering content skills. Additionally, both classes will work on writing skills. The power standards released by the Indiana Department of Education will be used to guide curriculum decisions and promote mastery standards.

Mathematics

In mathematics, there will also be an emphasis on the power standards released by the Indiana Department of Education. All math teachers at Westside Community Middle School will focus on the process standards in the Indiana Academic Standards. This will guide planning, as well as assessment writing, so that teachers are able to gather data that provides insights to scholars' ability to apply mathematical content. Additionally, units of study will be designed around the five content areas of the Indiana Academic Standards. One component of the math curriculum will include fluency practice. This will provide scholars with a chance to utilize the technology available to practice mathematical fluency. Being fluent on math facts will enhance the scholars' abilities to apply mathematical concepts and reasoning skills as the courses progress.

Advisory

The curriculum for advisory will incorporate academic skills, such as studying for assessments, taking notes, and tackling challenging questions. The advisory curriculum will also include explicit outcomes and instruction related to the school's core values and the non-content academic behaviors scholars need for long-term success. Some of these will include organizing class binders, recording homework, and appropriately managing time. All of the skills will be focused on ensuring the scholars' success in high school, college, and career. Members of the instructional leadership team will write this curriculum, using components of highly regarded and highly successful advisory curricula from the field. Upon completion in the spring of 2016, it will be reviewed by a committee of stakeholders. Adjustments and reflections will be made throughout implementation and revisions will be made for implementation in 2016-2017, and ongoing.

C. Assessment

A variety of assessments will be administered to ensure progress is carefully monitored and that changes are made as needed. In addition to staff reviewing data, parents will regularly receive data along with explanations of current scholar levels. Scholars will be expected to take ownership of their academic outcomes and be able to share these with parents. Assessments that will be administered at Westside Community Middle School are listed below.

- **State Level Assessments:** All required state level assessments, including the ISTEP+ and WIDA will be administered at Westside Community Middle School. These assessments will provide all stakeholders with an insight as to how Westside Community Middle School scholars are performing, as compared to their peers around the state. Specifically, scores from LAS Links will be used to gauge the current level and progress of ELL scholars.
- **NWEA MAP:** The Northwest Evaluation Association's MAP assessment will be given three times throughout the year. All scholars will take this assessment at the beginning of each school year. This will give stakeholders valuable information on current scholar levels, as well as individual growth targets for each scholar. There will be a winter NWEA MAP assessment window. Data from this window will be used to monitor scholars' growth and inform teacher plans for second semester. The final NWEA MAP assessment window will occur in the spring. During this window, teachers will

determine scholars' progress on individual growth measures and use class and grade level wide data to make adjustments to curriculum for the following year.

- **Unit Assessments:** As part of a mastery learning system, teachers will design and administer assessments during and at the end of units. The Director of Academics will provide feedback to teachers on their assessments, prior to implementation. In addition to the assessment, each teacher will submit an alignment sheet. This alignment guide, adapted from *Understanding by Design*, provides the teacher and Director of Academics a clear outline of the alignment of each question back to the standards. Each assessment score will be broken down by standard, and scholars and parents will receive bi-weekly reports of how scholars are performing on individual standards. Using the mastery learning philosophy, scholars will be able to re-test for mastery on standards on which they have not yet demonstrated mastery. This cycle will continue for the duration of the year, with strategic and targeted re-teaching efforts geared toward ensuring scholars' mastery.
- **Daily Assessment:** In addition to mastery checks in the form of quizzes, tests, and unit assessments, teachers will also perform daily assessments. These assessments will include exit slips, checks for understanding, and observation. Assessing scholar learning will be a continuous and ever-present component of Westside Community Middle School.

D. Special Student Populations

Westside Community Middle School will educate all scholars, including scholars with disabilities, in the least restrictive environment and in accordance with all Individualized Education Plans (IEPs). At Westside Community Middle School the following steps will be taken to ensure a free and appropriate education is available to all scholars with disabilities.

Special Education Team

A special education team, facilitated by a lead special education teacher, will meet bi-weekly to discuss the individualized needs of all identified scholars and scholars who require initial testing. With support from the GEI special education team, the special education teachers will ensure that all compliance deadlines are met and adjustments are made to IEPs in order to best meet the needs of each scholar. This team will also oversee all communication with families about the special education process and ensure their active participation in case conferences and annual reviews. Scholars will be invited to participate in all conferences and will be encouraged to practice self-advocacy. This skill will be crucial as they transition to high school and beyond. Additional special education services, including speech and language therapists, occupational therapists, and psychologists will be contracted out.

Response to Intervention

Response to Intervention (RTI) will be implemented with fidelity in all grade levels. Using results from the NWEA, classroom assessments, and staff observations, scholars who need RTI supports will be identified on an on-going basis. The RTI system will include monthly meetings for each grade level team during which time interventions will be discussed and updated as needed. In addition to these monthly meetings, the implementation of interventions will be

monitored on a weekly basis. This will include ensuring all interventions are being administered and that progress monitoring data is being collected. Parents and families will also be invited in to discuss their scholars' RTI plans, and all progress will be shared with all stakeholders. This intensive RTI process will allow Westside Community Middle School to swiftly identify and take measures to remediate gaps in scholars' learning, while providing a system for determining scholars who require testing for possible special education identification.

English Language Learner Scholars

Scholars who are English Language Learners will be identified when parents complete a home language survey during enrollment, or based on prior identification. Each scholar who is an English Language Learner (ELL) will have an assigned teacher to serve as his or her teacher of record. This teacher will own the ELL scholars' Individual Learning Plan (ILP) and serve as the point person in communicating the ILP to all staff who work with the scholar, as well as regular contact with the families. Additionally, all staff who work with the scholar will receive ongoing updates of the scholar's current academic levels, current LAS Links levels, and supports that best facilitate the scholar's learning. Staff will also receive training in how to best support ELL scholars during Friday professional development sessions.

Academically Advanced Scholars

The mastery based learning system will allow for all scholars' needs to be met, including scholars who are above grade levels. Teachers will utilize all available data to adjust instruction as needed, in alignment with the core goal for all scholars to meet their personal growth goals. The emphasis on individual scholar growth will provide teachers with the ability to think individually about each scholar's needs. The availability of online curriculum supports will be another valuable tool, allowing teachers to provide leveled work for scholars.

Ongoing Professional Development

All staff will regularly meet to discuss all scholars' academic levels during PLCs. These weekly meetings will provide an opportunity for teachers to regularly make instructional adjustments throughout the year. In addition to PLCs, staff members will also participate in regular professional development sessions on Fridays. Staff members will receive training on aspects of compliance, as it pertains to special education and ELL scholars. Professional development will extend far beyond compliance as staff will participate in training in best practices around co-teaching, providing accommodations, and differentiating instruction for all learners.

III. Organizational Viability and Effectiveness

A. Enrollment/Demand

Enrollment

Westside Community Middle School will open in the fall of 2016-2017 with 240 seventh and eighth grade scholars. Given our commitment to partnership with Indianapolis Public Schools, these grades were selected to allow the strategic planning committee of IPS to determine the grade configurations for 2016-2017. This will ensure that feeder elementary schools receive consistent messaging and that families can make choices for middle school at a time that is consistent with other choices across the district. Sixth graders will join the school community in 2017-2018. This also provides time for the school culture to be built deliberately and strategically. Research from Rockoff and Lockwood (2010) supports that cohort size has a

greater impact on scholar outcomes than class size or school grade configuration. Given this research, grade level cohorts will be capped at 120 scholars each. Each grade level cohort will be divided into teams. These subgroups will promote the community feel across the grade level and the school.

To ensure that enrollment numbers are met, and that scholar learning is maximized, purposeful relationships will be built with all feeder elementary schools. The goal will be to provide a continuum of services, both academically and for the families. The staff at Westside Community Middle School will request regular meetings with the feeder elementary schools throughout the school year. The topics at these meetings will include trend data in strengths and areas for growth for academic outcomes, scholars' behaviors, and family needs. This regular communication will support scholars in ongoing success, as well as model Westside Community Middle School's commitment to being community-minded.

Proposed Enrollment Numbers

	<i>School Year</i>	<i>Grade Levels</i>	<i>Maximum Student Enrollment</i>
<i>First Year</i>	2016-2017	7-8	240
<i>Second Year</i>	2017-2018	6-8	360
<i>Third Year</i>	2018-2019	6-8	360
<i>Fourth year</i>	2019-2020	6-8	360
<i>Fifth year</i>	2020-2021	6-8	360
<i>Sixth year</i>	2021-2022	6-8	360
<i>Seventh year</i>	2022-2023	6-8	360
<i>Maximum</i>		6-8	360

In addition to study research and best practices, the enrollment target was determined based on current enrollment numbers in West Indianapolis and the Near Westside.

Student Populations for 2014-2015 at West Side Schools

	<i>Fifth Grade</i>	<i>Sixth Grade</i>	<i>Seventh Grade</i>	<i>Eighth Grade</i>
<i>George Washington Junior High School</i>	na	na	250	328
<i>Daniel Webster</i>	53	46	29	37
<i>William Penn</i>	98	76	na	na
<i>Wendell Phillips</i>	43	41	na	na
<i>Stephen Foster</i>	69	63	na	na

IDOE Compass, July 2015

Demand

There is a clear need for Westside Community Middle School. In addition to the community partners and neighbors who have participated in the planning process, families were surveyed at the West Indy Back to School Bash in August of 2015. According to the survey data, nine of the sixteen respondents cited a need for a greater focus on preparing middle school scholars for the transition to high school. Additionally, only two respondents stated that their children currently attend a great school. Furthermore, the Indianapolis Public Schools Board of Commissioners has publicly stated that they would like to transition the current schools that are serving scholars in grades 7-12 into stand alone high schools. This creates a significant need for schools that are able to serve scholars in the middle school grades. As a facility is agreed upon with Indianapolis Public Schools, we will continue to engage the community and solicit feedback as to the needs of the community.

Recruitment

Recruitment will occur with an emphasis on the community in which the school is located. Information will be disseminated through community partners, call out meetings, and visits to homes of scholars. In addition to these methods, Westside Community Middle School will work to develop close relationships with the IPS elementary schools in the area. These schools will serve as feeder schools to the middle school. In addition to supporting enrollment targets, this will allow for regular collaboration and conversation to make sure scholars are prepared for the transition to middle school. Scholars from the feeder elementary schools will be invited for shadow days during the fall. These shadow days will give scholars an opportunity to see Westside Community Middle School and determine if it is a best fit. Regular and ongoing communication will occur with all families on the west side through mailings, all-calls from the elementary schools, and door-to-door visits. Westside Community Middle School will also have a clear and consistent presence at community events. The principle of strategic partnering will also be applied to neighboring high schools, ensuring scholars are making a transition to a positive high school environment.

Enrollment Process

Westside Community Middle School enrollment practices will comply with all applicable federal and state laws. Enrollment will be open to all scholars residing in the State of Indiana and admission will not be limited based on prior academic performance, race, socio-economic status, disability, religion, nationality, or any other factor that would be considered unlawful.

All scholars will be invited to participate in an open enrollment window. All scholars who submit an application during this window will be enrolled in the school. If the number of applicants exceeds the number of available seats for a grade level, a lottery will be held. Priority will be given to scholars who were enrolled in the school during previous years and siblings of current scholars. Once all available spaces are filled, numbers will continue to be drawn to determine each scholar's place on the wait list. Scholars who complete an application after the lottery process will be placed on a waitlist in the order in which their applications are received.

B. Governance and Management

Westside Community Middle School will be operated by Goodwill Education Initiatives (GEI). GEI is a 501(c)(3) entity established in 2004 by Goodwill Industries of Central Indiana, Inc. GEI, which holds the charter for and operates eleven existing Excel Centers as well as the Indianapolis Metropolitan High School, will also hold the charter for Westside Community Middle School and be its governing authority. GEI has a Board of Directors composed of no more than ten persons, a majority of whom are appointed by the board of Goodwill Industries of Central Indiana, Inc. The president and CEO of Goodwill is a non-voting ex-officio member of GEI's Board. GEI's Articles of Incorporation, bylaws and proof of not-for-profit status are included in the Leadership Information section of this application.

GEI will serve as a strategic and purposeful governance choice for Westside Community Middle School. As a long-time organization in the Near Westside community, GEI has renewed their commitment to improving the surrounding area. In addition to being a leader in the adult high school movement, GEI is looking to make an impact on their closest neighbors. Partnering with Westside Community Middle School will ensure that GEI is an anchor in the community. The mission of preparing the scholars of Westside Community Middle School is in direct alignment with the GEI mission of providing increases in high school graduates. The current low rate of achievement of many of the high schools on the west side can be traced back to the poor performance and preparation of middle school scholars. GEI is proud to support Westside Community Middle School as we work together to proactively address these issues in the middle school grades.

GEI Qualifications

GEI has considerable leadership experience to support operations and new school planning. Key individuals who will support Westside Community Middle School are listed below.

- Kent Kramer Kent A. Kramer joined Goodwill Industries of Central Indiana in 2002 as Vice President of Retail Operations, later serving as Chief Operating Officer. In 2015, he was named President and Chief Executive Officer – just the fourth leader in the organization's nearly 90 years. Kent leads a thriving Goodwill of more than 3,200 employees (two-thirds of whom have a significant employment barrier) that also educates

more than 3,000 students and serves nearly 1,000 low-income families. With nearly \$135 million in annual revenue, Goodwill Industries of Central Indiana is one of the largest of the 165 Goodwills in North America.

Kramer, through his role with Goodwill, appreciates the opportunity to help improve lives and communities. Goodwill utilizes its resources to help provide solutions to serious social problems, including poverty, by creating opportunities for people to become productive, economically self-sufficient citizens. Each individual's success story drives Kramer and his team to work even harder to provide employment and education opportunities that will ultimately lead to prosperous outcomes.

Away from work, Kramer enjoys spending time with his wife and their four children. He has coached youth baseball, basketball and soccer, has served on various committees for the South Madison Community School Corporation and chairs the Community Advisory Board for the Nurse-Family Partnership initiative in Indiana. In 2014, Kramer was appointed by Indiana Governor Mike Pence to serve on the State Workforce Innovation Council (SWIC). He also serves on the Indiana State University Alumni Association Board. He and his family are active members of Madison Park Church of God, where Kramer serves as an Elder. Kramer earned a Bachelor of Science degree in management from Indiana State University and an MBA from the Falls School of Business at Anderson University. He is a 2010 graduate of the Goodwill Industries International Executive Development Program and a 2006 graduate of the Ardath Burkhart Board Leadership Series.

- Scott Bess is the President of GEI and has served as its Chief Operating Officer for GEI since 2005. He has led the growth of the Indianapolis Metropolitan High School and the establishment and replication of The Excel Center. Scott has been a teacher and has worked in the information technology field for a Fortune 500 company and as an independent business owner.

A member of the Danville school board for over 16 years, Scott took over operations of the Indianapolis Metropolitan High School in 2005. Although the Indianapolis Met did well with most of the students it has enrolled, Bess observed that many students – typically those older and under-credited – had little success in their school. Seeing this opportunity, Bess designed The Excel Center as an alternative high school for older students who could benefit from a more mature academic environment. Bess currently oversees all of GEI, including the Indianapolis Metropolitan High School, The Excel Centers, and INIschools.

- Janet Rummel is the Chief Academic Officer for GEI. In this role, Janet supports the curriculum development of all 14 Excel Centers (11 in Central Indiana operated directly by GEI and one each in South Bend, Austin, TX, and Memphis, TN) and the Indianapolis Metropolitan High School. Janet has a Master's of Science in Education and is a doctoral candidate (PhD Curriculum and Instruction, Purdue University). Her professional experience includes years of service as a master teacher as well as administrative leadership roles, both in schools and in the Indiana State Department of Education and

the Center for College and Career Readiness. Janet is a national expert in curriculum and provides consulting services to clients across the country.

- Lori Thompson is GEI's controller and was responsible for successfully bringing all of GEI's accounting duties in-house and now oversees all accounting and financial responsibilities for GEI's 12 schools. Prior to coming to GEI, Lori provided accounting services to multiple charter schools across the state of Indiana in her position at Bookkeeping Plus, Inc. Lori is responsible for developing and school budgets and assisting each site's school director with managing the finances of each school.
- Dan Scott is the Director of Data Services for GEI and INIschools, where he directs all performance for GEI's schools. Dan and his team use data analysis to identify areas for school improvement and strategies for attaining such improvement. Dan came to GEI in May of 2013, following three years at the Indiana Department of Education where he worked in the office of accountability. Dan has been actively involved in drafting the state's A-F accountability model and drafting many materials to implement and support several Indiana education initiatives. Through his role on the accountability team, Dan supported all major DOE programs and initiatives. Dan is also a subject matter expert on the majority of state programs, assessments and reporting.
- Tonya Taylor is the Director of Special Education for GEI. In this role, Tonya supports the implementation of special education services for GEI's 11 Excel Centers, the Indianapolis Metropolitan High School and INIschools clients. This role also includes monitoring compliance under IDEA and Article 7 to ensure all students are receiving a high quality education. Tonya has a Masters Degree in Special Education, and School Administrator's License, and a Director of Special Education License. She has over twelve years of experience working in various roles of special education, including classroom teacher, teacher of record, department chair, and school leadership positions.

Board Qualifications

The GEI Board of Directors includes the following individuals:

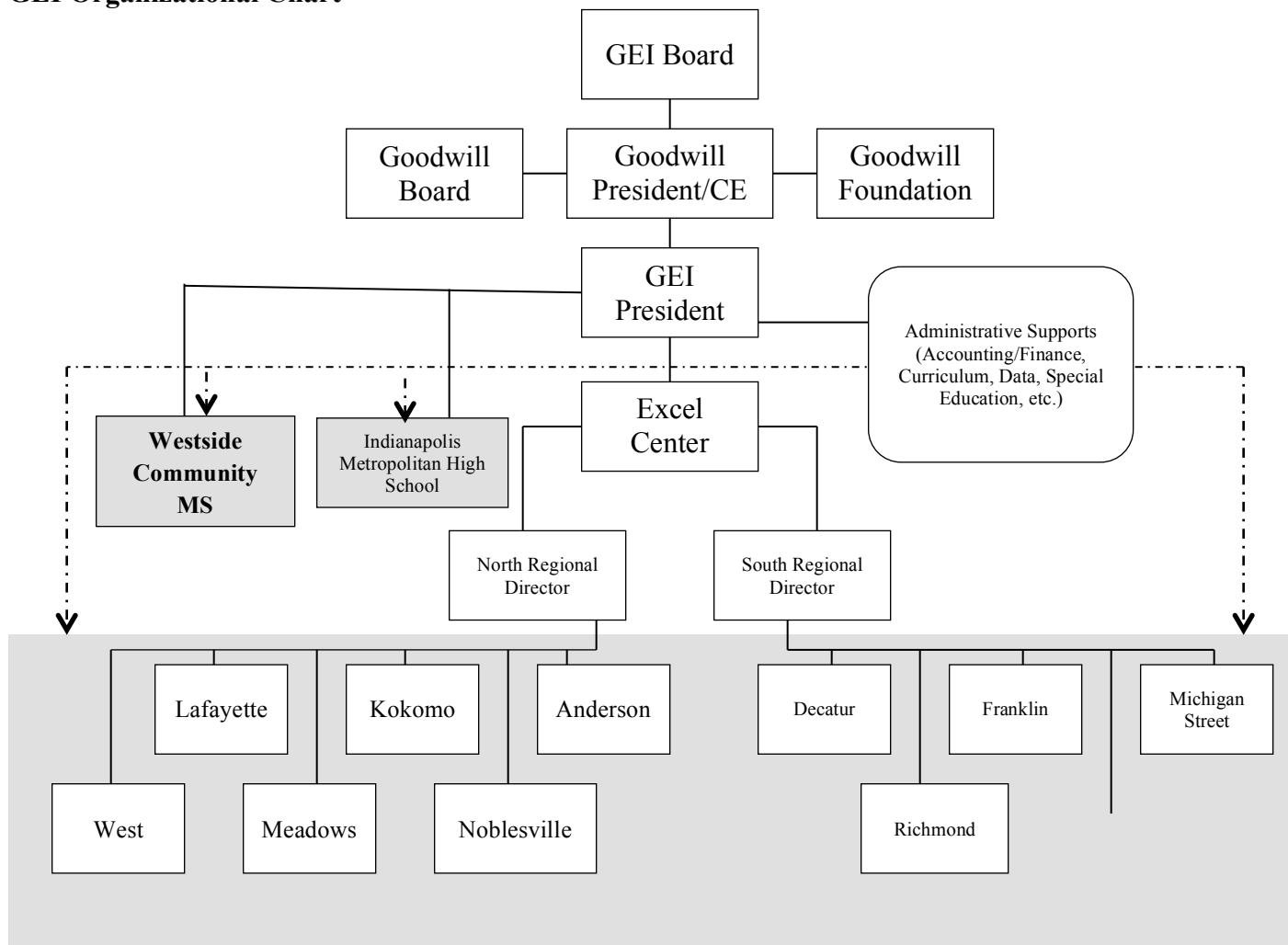
- C. Perry Griffith, Chair
- Gina DelSanto, Vice Chair
- Michael O'Connor, Secretary
- Scott Bess, President
- Claudia Cummings
- Jeffrey A. Harrison
- Richard Horn
- Don Palmer
- Doris Pryor

The GEI Board has operated for over ten years. The group brings together an array of business experience in industries, public policy, education, finance, and workforce development. Board members choose to serve on the GEI Board for a number of reasons, including: a desire to improve the educational systems available to children and adults, a belief in the performance and mission of GEI, helping individuals reach their maximum potential, and hoping to see more individuals earn the basic credential most needed for a successful, productive life – a high school diploma. Collectively, this group has over 45 years experience working as a school board for GEI. This leadership team has governed GEI since the Indianapolis Metropolitan High School was founded in 2004 and has considerable knowledge of the local community and local educational landscape. The leadership team has extensive organizational leadership experience managing for-profit and not-for-profit businesses, working in public policy, serving on the boards of local community organizations, and managing schools in the local community.

Organizational Structure

The President of GEI reports directly to Goodwill’s CEO. All school staff are employees of GEI, with the staff reporting to their respective School Director. Several non-academic functions of the school (human resources, information technology, building maintenance, marketing/public relations, fundraising, accounting and food services) will be provided by Goodwill under contract with GEI. The organizational chart (on the following page) further depicts GEI’s organizational structure.

GEI Organizational Chart



Roles and Responsibilities

Board of Directors

The GEI Board will be the ultimate governing body for Westside Community Middle School. The Board concerns itself more with long-term rather than short-term matters, matters of policy rather than operational concerns, and matters of paramount rather than ordinary importance. The Board's specific responsibilities include:

- Monitoring the school's key performance indicators;
- Establishing policy;
- Approving long-range plans;
- Approving annual plans and budgets;
- Approving any actions that would create or have the potential to create significant obligations for the schools;
- Ensuring financial solvency;
- Interpreting the schools to the community;
- Assessing its own performance; and

- Taking other actions as necessary and ensuring that structures and mechanisms are in place to ensure that GEI is in compliance with all applicable laws, regulations, and contracts, including requirements of the school's charter

In addition, the GEI Board is responsible for periodically (no less than annually) reviewing and evaluating the relationship between GEI and Goodwill to ensure that services provided the schools by Goodwill are meeting quality expectations, providing good value for the school, and are enhancing GEI's objective of being a good steward of its resources.

President/CEO

The president provides overall executive leadership for Goodwill and GEI. Specific responsibilities include the following:

- Providing staff support for the Board of Directors;
- Articulating a vision for GEI;
- Leading strategic planning activities, including planning for physical plant and capital equipment for the schools;
- Monitoring the external environment to detect changes that might pose a threat or create an opportunity;
- Hiring, developing, and assessing the performance of GEI's president;
- Setting high standards; measuring and monitoring key performance indicators;
- Exemplifying the values of the school and ensuring that they are being upheld throughout Goodwill, GEI, and schools operated by GEI;
- Developing and maintaining relationships that are essential or that could be helpful to the school and/or its students;
- Assisting in interpreting the school to the community; and
- Assisting in raising financial support for the schools.

GEI President

The President of GEI provides executive leadership for GEI. Specific responsibilities include the following:

- Providing overall leadership for the operation of the schools;
- Arranging for the non-academic supports needed for effective operation of the schools;
- Coordinating wraparound services needed by students and their families;
- Serving as GEI's primary relationship manager with education-focused stakeholders, including the Mayor's Office of Charter Schools, Indiana Department of Education, Indiana General Assembly, and others; and
- Reporting to Goodwill's President/CEO any concerns regarding performance of Goodwill that might adversely affect the school's effectiveness.

Leadership Information

Please see Attachment O for the resumes and signed Board memoranda are provided for those Board members who are new to the Board. GEI's Articles of Incorporation, Bylaws, and evidence of not-for-profit status are also included in this section.

Board of Directors

School Oversight

Collectively, GEI's Board of Directors has over 45 years experience working as a school board for GEI. The amount of time each Board member has served on the Board is provided, below. This leadership team has governed GEI since the Indianapolis Metropolitan High School was founded in 2004 and has considerable knowledge of the local community and local educational landscape. The leadership team has extensive organizational leadership experience managing for-profit and not-for-profit businesses, working in public policy, serving on the boards of local community organizations, and managing schools in the local community. The Excel Centers have consistently received high governance ratings from its authorizers due to the quality and caliber of its Board.

- C. Perry Griffith, Jr., Chair – 11 years
- Gina DelSanto, Vice Chair – 10 years
- Michael O'Connor, Secretary – 8 years
- Scott Bess, President – 11 years
- Claudia Cummings – 1 year
- Jeffrey A. Harrison – 7 years
- Richard Horn – 1 year
- Don Palmer – 2 years
- Doris Pryor – 3 years

Policy- and Decision-Making Authority

GEI's Board of Directors will be the governing authority of Westside Community Middle School, with the power and authority to establish policies for and make decisions on behalf of the school. The Board may establish new or change existing policies by taking action with a majority vote during an official Board meeting.

Recruitment, Selection, Development, and Succession

Members of GEI's Board of Directors are selected through a process that involves the Governance Committee of the Board. This Committee is comprised of three GEI Board members and the President of GEI and the CEO of Goodwill Industries of Central Indiana. As the need for new members arises, the Governance Committee solicits members of the Board for suggestions for prospective members. Care is taken to always have Board members with expertise in finance, education, legal, and business along with strong community ties. Prospective members are vetted against those categories, with candidates selected to meet with the Committee to explore their willingness to serve along with more fully understanding their approach to governance. Candidates are then presented to the full Board for approval.

In terms of development, the Board Chair is an active participant in all board education opportunities offered through the Mayor's Office of Education Innovation. The Chair then presents those learnings to the Board as a whole. Every Board meeting also includes full briefings on school operations, education policy issues, and financial issues.

GEI has been fortunate to have a low level of turnover on its Board. As members indicate their desire to leave the Board, the Governance Committee begins conversations about how to replace

that member, particularly with an eye towards the specific knowledge or skills that the retiring member possesses.

School Leader and Personnel

School Leader

Sheila Dollaske will serve as the school director of Westside Community Middle School. Dollaske comes to GEI after serving for three years as the principal of Key Learning Community. Under Dollaske's leadership, Key Learning Community significantly improved student outcomes on several key metrics, including IREAD-3 pass rate, ECA pass rate, and waiver free graduation rate. In addition to her time as a principal, Dollaske spent time working for Chicago Public Schools at both the school and network level and completed the Columbia University Summer Principal Academy. Attachment O includes Dollaske's resume, with quantifiable results throughout her career. For the 2015-2016 school year, Dollaske was selected for The Mind Trust's Innovation School Fellowship, during which time she is traveling to excellent schools around the country and developing the model for Westside Community Middle School. The school director's primary responsibilities will include:

- Developing strategies, goals and objectives for the school and managing the implementation of these objectives;
- Participating in the development of overall educational strategies;
- Assisting instructors in setting priorities, facilitating meetings and developing their leadership skills;
- Providing leadership in the development of new partnerships and/or methodologies in response to the changing needs concerning scholars, test results and/or state expectations and
- Representing the school, as appropriate, in community.
- Serve as chief liaison between Westside Community Middle School and Goodwill Education Initiatives

Selection of Staff

Recruiting, selecting, and retaining excellent staff is of the utmost importance at Westside Community Middle School. The principal will work at the school level to make all personnel decisions. All persons interested in working at West Side Community Middle School will go through a rigorous interview process that includes both traditional questions, as well as the completion of performance tasks. Throughout the interview process, the principal and hiring committee will be looking for:

- A demonstrated track record of success;
- An interest in establishing relationships within the local community;
- Demonstrated ability to be reflective and accept feedback;
- Ability to analyze data for informed decision-making;
- Strong communication and teamwork skills; and
- Solid planning and organizational skills.

C. Community Partnerships

The West Indianapolis Development Corporation hosts a retreat for all neighborhood partners each summer. During the 2014 retreat, community members and partners discussed the survey data from the LISC Sustainable Communities Initiatives Neighborhood Quality Monitoring Report. Some of the data pieces that stood out were the below state averages on standardized assessments, and the low rate of high school attainment for adults. The proposal for the Westside Community Middle School originated from ongoing conversations that occurred during and following the review of this data.

The West Indianapolis neighborhood has many community organizations that are providing services to the greater community. These organizations are currently looking for ways to increase efficiencies within this system. One partner who will serve as an anchor is the Mary Rigg Neighborhood Center. The school will work with Mary Rigg to ensure we are providing wrap-around services to families, with a focus on building capacity within each family.

Another community partner will be the West Indy Community Advisory Panel. The principal has attended these monthly meetings for the past three years. She will continue to attend these meetings, along with a community engagement staff member. In addition to the monthly CAP meetings, the school will have representation at the Westside Education Task Force (WETF) meetings.

Staff members will be expected to participate in a minimum of three community events each year. These events can range from the yearly spring clean up, to supporting the dodge ball tournament at Mary Rigg, or developing additional community-minded events. All staff members will be expected to demonstrate their commitment to the community through attendance at such events.

In addition to these expectations, a committee of varied stakeholders have been involved throughout the design process. The New School Input Committee (NSIC) is meeting monthly, beginning in August 2015, to provide input and provide guidance throughout the development of this school. Stakeholders include members from IPS schools, community partners, university partners, and local neighbors. An overview of community partners and letters of support can be found in Attachment P.

D. Budget and Financial Matters

Budget projections for the first five years and anticipated cash flow for the first year are included in the accompanying document, “WCMS Budget”.

E. Facility

Westside Community Middle School is working with Indianapolis Public Schools as an Innovation Network School to identify an underutilized facility in a high needs area on the west side of Indianapolis. Additional information about a specific facility should be available in early 2016.

F. Transportation

Westside Community Middle School is committed to serving scholars in a community setting on the west side of Indianapolis. It is anticipated that many of the scholars will be able to walk to school. For scholars who live too far away to walk, transportation will be provided via satellite stops, in partnership with Indianapolis Public Schools,. This relationship will be detailed in the school's Innovation Network School agreement with Indianapolis Public Schools.

Attachment A

General Interview Questions

Grade levels of child(ren):

- 1.) What makes a school great?
- 2.) Is your child's current school great? What would you change?
- 3.) What needs to happen during grades 6-8 in order for kids to be prepared for HS?

Attachment B

Family Access Plan

Student Name: _____

Date: _____

Progress Monitoring Tool(s): _____

Date(s) of Progress Review Meeting(s): _____

Parent Name: _____

Area for growth: _____

Goal: _____

Staff Point of Contact: _____

Area for growth	Resources	Plan for Implementation	Baseline Data	Actual Implementation Dates	Implementation Fidelity Summary Data	Progress Monitoring Data 1 Date of Review: _____ Data: _____	Progress Monitoring Data 2 Date of Review: _____ Data: _____	Progress Monitoring Data 3 Date of Review: _____ Data: _____

Attachment C

Academic Performance Goal 1

School-Specific Goal for: Westside Community Middle School

Mission Statement: Scholars, staff, families, and community partners will work collaboratively to ensure an academically rigorous and community-based middle school experience, while providing increased access to transformational opportunities and services for the whole family. Scholars will be inspired and empowered to be leaders and change agents in high school, college, and career.

Goal: Scholars at Westside Community Middle School will achieve their personal growth goal based on the NWEA Map reading assessment, as measured each spring.

Goal: Scholars at Westside Community Middle School will achieve their personal growth goal based on the NWEA Map reading assessment, as measured each spring.					
Charter Year	Calendar Year	Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
1	2016-2017	80% or above of scholars meet their NWEA reading goal.	75-79.9% of scholars meet their NWEA reading goal.	65-74.9% of scholars meet their NWEA reading goal.	Below 65% of scholars meet their NWEA reading growth goal.
2	2017-2018	80% or above of scholars meet their NWEA reading goal.	75-79.9% of scholars meet their NWEA reading goal.	65-74.9% of scholars meet their NWEA reading goal.	Below 65% of scholars meet their NWEA reading growth goal.
3	2018-2019	80% or above of scholars meet their NWEA reading goal.	75-79.9% of scholars meet their NWEA reading goal.	65-74.9% of scholars meet their NWEA reading goal.	Below 65% of scholars meet their NWEA reading growth goal.
4	2019-2020	80% or above of scholars meet their NWEA reading goal.	75-79.9% of scholars meet their NWEA reading goal.	65-74.9% of scholars meet their NWEA reading goal.	Below 65% of scholars meet their NWEA reading growth goal.

5	2020-2021	85% or above of scholars meet their NWEA reading goal.	80-84.9% of scholars meet their NWEA reading goal.	75-79.9% of scholars meet their NWEA reading goal.	Below 70% of scholars meet their NWEA reading growth goal.
6	2021-2022	85% or above of scholars meet their NWEA reading goal.	80-84.9% of scholars meet their NWEA reading goal.	75-79.9% of scholars meet their NWEA reading goal.	Below 70% of scholars meet their NWEA reading growth goal.
7	2022-2023	85% or above of scholars meet their NWEA reading goal.	80-84.9% of scholars meet their NWEA reading goal.	75-79.9% of scholars meet their NWEA reading goal.	Below 70% of scholars meet their NWEA reading growth goal.

Assessment Tool: The NWEA is a computer adaptive interim assessment that provides a personalized assessment experience by adapting to each student’s learning level. By adjusting the difficulty of items up or down, MAP precisely measures every student’s achievement as well as growth over time (Measure of Academic Progress, 2014). The NWEA will be given three times throughout the year in the fall, winter, and spring.

Attachments: Attachment D includes an overview of how NWEA reports achievement status and attainment of growth projection.

Rationale for Goal and Measures: This goal is critical to ensuring scholars are prepared for success in high school, college, and career. Many high schools do not offer reading classes, and for those offered, many are taught by ELA teachers with no explicit training in teaching reading. Scholars and teachers focusing on reading growth each year of middle school will set scholars up to enter high school reading on and above grade level.

Assessment Reliability and Consistency: To ensure reliability and consistency, NWEA is guided by the Standards for Education and Psychology Testing. NWEA regularly conducts studies, including pool depth analysis, test validation, comparability studies, and differential item functioning analysis. (“How Research Informs,” n.d.).

Baseline Data: The NWEA will be given at the beginning of each school year, at which time personal growth goals will be determined for each scholar. This data will serve as the baseline.

Academic Performance Goal 2

School-Specific Goal for: Westside Community Middle School

Mission Statement: Scholars, staff, families, and community partners will work collaboratively to ensure an academically rigorous and community-based middle school experience, while providing increased access to transformational opportunities and services for the whole family. Scholars will be inspired and empowered to be leaders and change agents in high school, college, and career.

Goal: Scholars at Westside Community Middle School will be prepared to achieve “on-track” status freshmen year of high school.

Goal: Scholars at Westside Community Middle School will be prepared to achieve “on-track” status freshmen year of high school.					
Charter Year	Calendar Year	Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
1	2016-2017	NA	NA	NA	NA
2	2017-2018	70% or above of scholars are “on-track” at the end of ninth grade.	65-69.9% of scholars are “on-track” at the end of ninth grade.	60-64.9% of scholars are “on-track” at the end of ninth grade.	Below 60% of scholars are “on-track” at the end of ninth grade.
3	2018-2019	70% or above of scholars are “on-track” at the end of ninth grade.	65-69.9% of scholars are “on-track” at the end of ninth grade.	60-64.9% of scholars are “on-track” at the end of ninth grade.	Below 60% of scholars are “on-track” at the end of ninth grade.
4	2019-2020	70% or above of scholars are “on-track” at the end of ninth grade.	65-69.9% of scholars are “on-track” at the end of ninth grade.	60-64.9% of scholars are “on-track” at the end of ninth grade.	Below 60% of scholars are “on-track” at the end of ninth grade.

5	2020-2021	75% or above of scholars are “on-track” at the end of ninth grade.	70-74.9% of scholars are “on-track” at the end of ninth grade.	65-69.9% of scholars are “on-track” at the end of ninth grade.	Below 65% of scholars are “on-track” at the end of ninth grade.
6	2021-2022	75% or above of scholars are “on-track” at the end of ninth grade.	70-74.9% of scholars are “on-track” at the end of ninth grade.	65-69.9% of scholars are “on-track” at the end of ninth grade.	Below 65% of scholars are “on-track” at the end of ninth grade.
7	2022-2023	75% or above of scholars are “on-track” at the end of ninth grade.	70-74.9% of scholars are “on-track” at the end of ninth grade.	65-69.9% of scholars are “on-track” at the end of ninth grade.	Below 65% of scholars are “on-track” at the end of ninth grade.

Assessment Tool: The metric for “freshman on-track” is defined by the Consortium on Chicago School Research (CCSR) at the University of Chicago as freshmen achieving 5 credit hours and not receiving an F in a core content class (Allensworth & Easton, 2007).

Attachments: Attachment E includes an overview of which metrics related to freshman on-track data will be monitored throughout the year.

Rationale for Goal and Measures: According to research conducted by CCSR, students who are on-track at the end of freshmen year are 3.5 times more likely graduate from high school within four years (Allensworth & Easton, 2007). The academic success of scholars at Westside Community Middle School will only be as strong as their ability to successfully transition to and persist in high school. In order to achieve our goal of preparing scholars for college and career, we must measure their ability to succeed beyond their time with us.

Assessment Reliability and Consistency: To ensure reliability and consistency, we will work with partnering high schools to collect accurate data at the end of each semester. We will measure freshmen on-track for scholars who are attending schools within the state of Indiana.

Baseline Data: The first year of freshmen on-track data collection will be with eighth grade graduates from the class of 2017 during the 2017-2018 school year.

Organizational Viability/Non-Academic Performance Goal 1
School-Specific Goal for: Westside Community Middle School

Mission Statement: Scholars, staff, families, and community partners will work collaboratively to ensure an academically rigorous and community-based middle school experience, while providing increased access to transformational opportunities and services for the whole family. Scholars will be inspired and empowered to be leaders and change agents in high school, college, and career.

Goal: Families at Westside Community Middle School will leverage available supports and set personal goals that lead to increased access to transformational opportunities through Family Access Plans.

Goal: Families at Westside Community Middle School will leverage available supports and achieve personal goals that lead to increased access to transformational opportunities.					
Charter Year	Calendar Year	Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
1	2016-2017	70% or above of families develop and participate in a Family Access Plan.	65-69.9% of families develop and participate in a Family Access Plan.	60-64.9% of families develop and participate in a Family Access Plan.	Below 60% of families develop and participate in a Family Access Plan.
2	2017-2018	70% or above of families develop and participate in a Family Access Plan.	65-69.9% of families develop and participate in a Family Access Plan.	60-64.9% of families develop and participate in a Family Access Plan.	Below 60% of families develop and participate in a Family Access Plan.
3	2018-2019	70% or above of families develop and participate in a Family Access Plan.	65-69.9% of families develop and participate in a Family Access Plan.	60-64.9% of families develop and participate in a Family Access Plan.	Below 60% of families develop and participate in a Family Access Plan.
4	2019-2020	70% or above of families develop and participate in a Family Access Plan.	65-69.9% of families develop and participate in a Family Access Plan.	60-64.9% of families develop and participate in a Family Access Plan.	Below 60% of families develop and participate in a Family Access Plan.

5	2020-2021	75% or above of families develop and participate in a Family Access Plan.	70-74.9% of families develop and participate in a Family Access Plan.	65-69.9% of families develop and participate in a Family Access Plan.	Below 65% of families develop and participate in a Family Access Plan.
6	2021-2022	75% or above of families develop and participate in a Family Access Plan.	70-74.9% of families develop and participate in a Family Access Plan.	65-69.9% of families develop and participate in a Family Access Plan.	Below 65% of families develop and participate in a Family Access Plan.
7	2022-2023	75% or above of families develop and participate in a Family Access Plan.	70-74.9% of families develop and participate in a Family Access Plan.	65-69.9% of families develop and participate in a Family Access Plan.	Below 65% of families develop and participate in a Family Access Plan.

Assessment Tool: Staff will track participation during quarterly Family Access Planning meetings.

Attachment: Attachment B includes a sample Family Access Plan.

Rationale for Goal and Measures: In order for Westside Community Middle School to be transformational, supports must be offered for both scholars and their families. Utilizing a model that proactively puts supports in place, and has progress monitoring points built in, will ensure that there is an increase in internal capacity of families. This will empower families to make transformational changes that can be sustained well beyond their time at Westside Community Middle School

Assessment Reliability and Consistency: To ensure reliability and consistency, sample data will be collected from our first quarter Family Access Planning meetings. Participation will be defined as at least one family member attending the Family Access Planning meeting each quarter and participating in the goal setting and progress monitoring components. All families that have attended all four quarterly meetings will be considered to have met this goal.

Baseline Data: The first year of data will be collected during the 2016-2017 school year.

Organizational Viability/Non-Academic Performance Goal 2
School-Specific Goal for: Westside Community Middle School

Mission Statement: Scholars, staff, families, and community partners will work collaboratively to ensure an academically rigorous and community-based middle school experience, while providing increased access to transformational opportunities and services for the whole family. Scholars will be inspired and empowered to be leaders and change agents in high school, college, and career.

Goal: Westside Community Middle School will retain effective and highly effective certified staff members, as measured by RISE.

Goal: Westside Community Middle School will retain effective and highly effective certified staff members.					
Charter Year	Calendar Year	Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
1	2016-2017	80% or above of certified staff members rated effective or highly effective will return for the following school year.	75-79.9% of certified staff members rated effective or highly effective will return for the following school year.	65-74.9% of certified staff members rated effective or highly effective will return for the following school year.	Below 65% of certified staff members rated effective or highly effective will return for the following school year.
2	2017-2018	80% or above of certified staff members rated effective or highly effective will return for the following school year.	75-79.9% of certified staff members rated effective or highly effective will return for the following school year.	65-74.9% of certified staff members rated effective or highly effective will return for the following school year.	Below 65% of certified staff members rated effective or highly effective will return for the following school year.

3	2018-2019	80% or above of certified staff members rated effective or highly effective will return for the following school year.	75-79.9% of certified staff members rated effective or highly effective will return for the following school year.	65-74.9% of certified staff members rated effective or highly effective will return for the following school year.	Below 65% of certified staff members rated effective or highly effective will return for the following school year.
4	2019-2020	80% or above of certified staff members rated effective or highly effective will return for the following school year.	75-79.9% of certified staff members rated effective or highly effective will return for the following school year.	65-74.9% of certified staff members rated effective or highly effective will return for the following school year.	Below 65% of certified staff members rated effective or highly effective will return for the following school year.
5	2020-2021	85% or above of certified staff members rated effective or highly effective will return for the following school year.	80-84.9% of certified staff members rated effective or highly effective will return for the following school year.	75-79.9% of certified staff members rated effective or highly effective will return for the following school year.	Below 70% of certified staff members rated effective or highly effective will return for the following school year.
6	2021-2022	85% or above of certified staff members rated effective or highly effective will return for the following school year.	80-84.9% of certified staff members rated effective or highly effective will return for the following school year.	75-79.9% of certified staff members rated effective or highly effective will return for the following school year.	Below 70% of certified staff members rated effective or highly effective will return for the following school year.

7	2022-2023	85% or above of certified staff members rated effective or highly effective will return for the following school year.	80-84.9% of certified staff members rated effective or highly effective will return for the following school year.	75-79.9% of certified staff members rated effective or highly effective will return for the following school year.	Below 70% of certified staff members rated effective or highly effective will return for the following school year.
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Assessment Tool: Certified staff will be evaluated using the RISE framework. The number of highly effective and effective staff members who leave will be divided by the total number of highly effective and effective staff members.

The RISE Framework is included in Attachment F.

Rationale for Goal and Measures: Numerous studies have been completed that demonstrate the positive impact a high quality teacher has on student achievement. Many of these studies also include data on the negative impact that an ineffective teacher has on student outcomes (Mendro, 1998; Jordan, Mendro, & Weerasinghe, 1997; Wright, Horn, & Sanders, 1997). Retaining effective and highly effective teachers ensures scholars have excellent teachers every day. Additionally, as a community school it is crucial that Westside Community Middle School builds a stable staff that becomes an embedded part of the west side community.

Assessment Reliability and Consistency: To ensure reliability and consistency, administrators will be responsible for evaluating certified staff. All evaluators will participate in norming activities and all certified staff will be observed by multiple evaluators during the course of a school year.

Baseline Data: The first year of data will be collected during the 2016-2017 school year. Finalized evaluation scores will be available at the end of the school year.

Attachment D

- 1 **Column Headings in gray:** These are to be used when target term testing is complete. These columns allow teachers to observe how students have performed in relation to their projected growth.
- 2 **Test RIT:** The student's overall scale score on the current test.
- 3 **Standard Error of Measurement:** An estimate of the precision of the achievement (RIT) scores. The smaller the standard error, the more precise the achievement estimate is.
- 4 **Growth Projection:** Mean growth that was observed in the latest NWEA norming study for students who had the same starting RIT score.
- 5 **Projected RIT:** The minimum RIT score the student would attain if their Growth Projection was met (starting RIT plus Growth Projection).
- 6 **Summary statistics appearing in gray:** These are to be used when target term testing is complete. These statistics will allow teachers to quickly observe class performance in an aggregate form.
- 7 **Count of Current Valid Tests:** Count of students in the class who have a valid score for the term.
- 8 **Mean RIT:** Average RIT score of students in this class.
- 9 **Median RIT:** Middle RIT score of this class.
- 10 **Standard Deviation:** Indicates the variability of RIT scores within this group. A larger standard deviation generally reflects a wider range of scores and achievement within a class.



MAP® Reports

Achievement Status and Growth Projection Report (ASG)

Displays a summary of initial term test scores and a suggested amount of reasonable anticipated growth based on the student's initial term test scores. The anticipated growth projections are calculated using the latest NWEA norming study.

Achievement Status and Growth Projection Report

Spring 2011 to Spring 2012 - Mathematics

NWEA Sample District 2

School: El Paso Middle School

Teacher: Aguirre Salazar, Krystian N.

Class Name: S110034 Aguirre Salazar Access78

Optional Group: None Selected

1

2

3

4

5

Mathematics		SP11 Std	Date	Test Type	SP11 Test RIT	SP11 Std Err	SP12 Test RIT	SP12 Std Err	Growth Std Err	SP12 Growth Projection	SP12 Projected RIT	Growth Projection Std Index
S11001349	ALVAREZ ALVARENGA, J	1	4/5/11	5/6	334	29				5	239	
S11000547	ARTHUR, ALICEA A.	1	4/5/11	5/6	239	31				5	239	
S11000128	BATSOB, CAROLINA A.	1	4/5/11	5/6	226	30				5	221	
S110000097	BENSENEK, DAVIL	1	5/1/11	5/6	196	29				5	201	
S11000544	BURGABY, FENNATH H	1	5/6/11	5/6	227	30				5	232	
S11000599	ESKOLA, MONETT T.	1	5/6/11	5/6	229	29				5	224	
S11000553	GAERTE, NICHOL L.	1	4/5/11	5/6	330	34				5	230	
S11000218	HEBRONER, RAURIE E	1	4/5/11	5/6	225	30				5	230	
S11000571	LOY, MEGAL L.	1	5/6/11	5/6	213	30				5	219	
S11000595	LOZOS, SHREEYA A.	1	5/6/11	5/6	300	30				5	266	
S11000124	PAULNITZ, BRIANISH R	1	4/5/11	5/6	227	31				5	232	
S11000114	SOTO-ARVILA, GUTHRIE	1	4/5/11	5/6	229	29				5	224	
S11000597	STROMQUIST, GALA A.	1	5/1/11	5/6	210	32				5	215	

Subject Summary:

Mathematics

Count of Students with Valid Scores and Growth Projection

Count of Students who Met or Exceeded their Projected RIT

Percentage of Students who Met or Exceeded their Projected RIT

Overall Percentage of Projected RIT Met or Exceeded

Count of Students with Invalid Spring 2011 Test Scores

Count of Students with Valid Spring 2011 Test Scores

Spring 2011 Mean RIT

Spring 2011 Median RIT

Spring 2011 Standard Deviation

6

7

8

10

* (Small Group Summary Display is OFF)

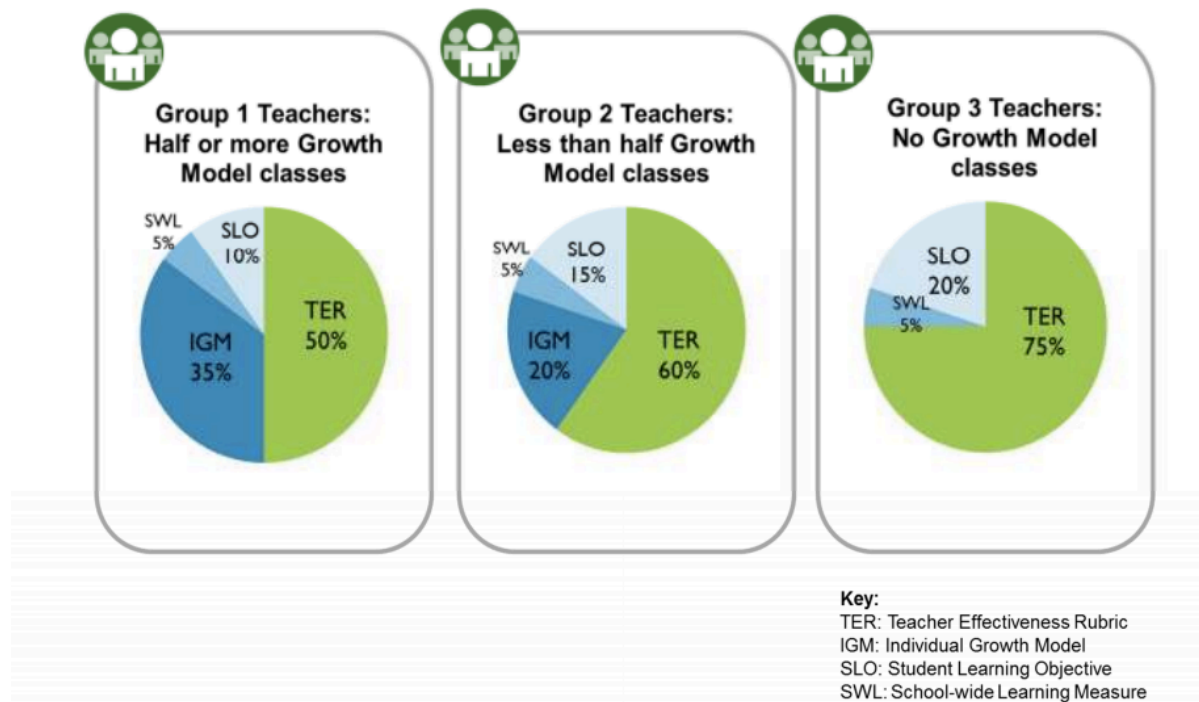
Retrieved from https://legacysupport.nwea.org/sites/www.nwea.org/files/resources/AnnotatedReports-MAP_0.pdf

Attachment E

2008-2009 SCHOOL YEAR: SEMESTER 1								
Total First-Time Freshmen					25208			
If your Freshmen On Track rate were calculated today, it would be ¹ :					78.37%			
First-Time Freshmen Grades by Core Subject ²								
	English		Math		Science		Social Studies	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
A	2999	11.89%	3145	12.47%	3166	12.55%	3202	12.70%
B	5458	21.65%	5035	19.97%	5029	19.95%	4771	18.92%
C	6110	24.23%	5930	23.52%	5902	23.41%	5196	20.61%
D	4977	19.74%	5461	21.66%	4856	19.26%	4024	15.96%
F	4891	19.40%	4751	18.84%	4379	17.37%	3599	14.27%
% with only 1 Core F:			12.28%		% with 2 or more Core Fs:			21.62%
First Time Freshmen Flagged On Success Report								
					Number		Percent	
Academic Intervention Only					4911		19.48%	
Attendance Intervention Only					2687		10.65%	
Academic and Attendance Interventions					10303		40.87%	
Progress of Students Flagged								
					Number		Percent	
Flagged on Current Success Report					17901		71.01%	
Flagged on Prior Success Report					18173		72.09%	
Flagged on Prior Success but not on Current Success Report					1961		7.77%	
Flagged on Current Success Report but not on Prior Success Report					1689		6.70%	

From Chicago Public Schools Freshman On-Track Handbook,
<https://chooseyourfuture.cps.edu/sites/default/files/fot-freshmen-on-track-handbook.pdf>

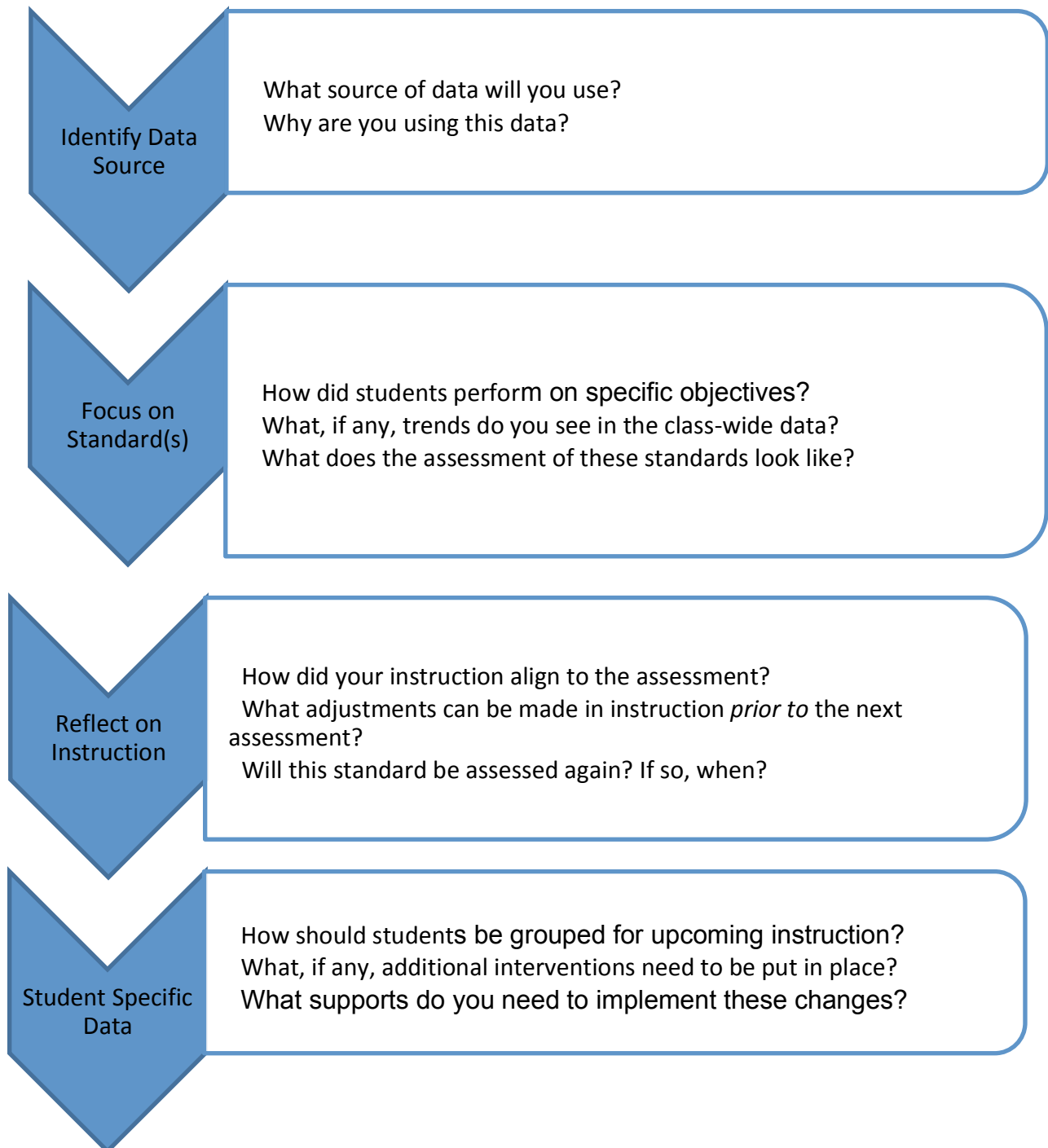
Attachment F



From <http://www.riseindiana.org>

Attachment G

Data Reflection Questions



Attachment H

Lesson Four: Steps for Solving Your Interpersonal Conflicts

Benefits

- Integrating these skills into our repertoire helps us resolve conflicts more effectively.

Opening Energizer

Ask for two student volunteers.

Propose the following scenario to the class.

- **Person A:** You've recently bought a pair of expensive shoes. Your friend broke into your gym locker and wrote all over them with a permanent marker. They're ruined. You feel hurt and somewhat violated.
- **Person B:** Your friend's been bragging about his or her expensive shoes to everyone. Yesterday he or she made fun of the way you were dressed in front of your entire class. You felt humiliated and angry, and you wanted to teach him or her a lesson, so you broke into his or her gym locker and wrote all over the shoes.

Note to teacher: Make sure that you introduce this skit as the *wrong way* to solve conflict between people and that you will be asking the class afterwards to analyze what went wrong.

Person A: "Hey, why did you touch my stuff?"

Person B: "Whoa, I didn't think this would be such a big deal..."

Person A: "You're lying. You totally blew this whole thing out of proportion. Now my shoes are ruined, and they were really expensive. I'm so angry about this!"

Person B: "But you —"

Person A: (Interrupting) "I don't want to hear it. You're always putting words in my mouth."

Person B: "Who cares about the shoes? Your parents can just buy you another pair. They buy you everything else you want."

Person A: "You don't know me. You don't know my parents."

Person B: "Yeah, I do. You're all stuck-up. How does it feel to have the nasty shoes now?"

Processing

After the students are finished, ask the class for specific reasons why they thought the conflict escalated. Write these on the board. Once they've come up with a few reasons, ask the class for other options the students could have used to de-escalate the conflict. Suggest looking at the opposites of what they did wrong. As they mention suggestions close to or exactly matching the following list, write them in a separate place on the board.

from Conflict Resolution Education at <http://www.creducation.org/resources/>

**Westside Community Middle School
Conflict Resolution Plan**

	<i>Respect</i>	<i>Excellence</i>	<i>Courage</i>	<i>Scholarship</i>
Describe <i>your role</i> in the situation that is happening.				
Describe which core value you were not showing and what that core value looks like when you are showing it.				
Describe what you will do differently if the same situation happens in the future.				
What are the next steps we need to take to make sure you can get back to class and focus on your learning?				
Scholar Signature				
Other Scholar Signatures				
Facilitator Signature				

Attachment I

Service-Learning Planning Tool

I. Preparation

How will my class identify the problem/project?

- Teacher will develop project
- Teacher will develop project together in consultation with community partner
- Students will brainstorm community problem/project with/without input from community partner
- Students will canvas neighborhood to identify problem/project

What are the specific links to my curriculum?

What are the specific links to city and state standards?

What are the service goals? What are the learning goals?

How will I teach content and context?

- Teacher will utilize guest speakers
- Students will work to understand problem through group research and inquiry
- Teacher will provide background information

II. Service/Action

What organizational/logistical issues need to be addressed?

- Class coverage
- Transportation and additional chaperones
- Funds
- Parental support

What roles will teachers/students/community partners play in collaboration?

How will students learn through their service?

- Interviews
- Field notes
- Reports
- Readings

III. Reflection

What formal reflection process will students use?

- Review of field notes
- Facilitated classroom discussion
- Presentation
- Journal

How will the teacher assess the service experience?

- Exam
- Essay
- Performance/Presentation
- Demonstration of having met established goals
- Report from community partner
- Use of rubric

How will the teacher evaluate the service experience?

- Review of established project service goals
- Classroom discussion of student learning based on established learning goals
- Student survey

*From Chicago Public Schools, Civic Engagement and Service Learning Office,
<http://cps.edu/ServiceLearning/>*

Attachment J



Lesson Plan, Day 3

AVID – 7th Grade

Standard and Essential Question:

- **7-ORG.A1** Develop and maintain an organized binder, divided by subjects, which includes a supply pouch and other useful materials
- **EQ:** “How do AVID students keep all of their materials organized?”

Lesson

1. Warm-Up

- ✗ Lead a class discussion about how it went implementing SLANT in all their classes.

2. Binder Introduction

- ✗ Introduce students to the binder as a means of keeping all of their materials organized and in one place.
- ✗ Have them set up their binder and place all of their materials from the first two days of school in the proper place.

3. Binder Check

- ✗ Once all of the students have set up their binder, have their first self-binder check.
 - Everyone should score a 100 on this.
 - Use this binder check to set the tone for binder checks being a positive experience.
- ✗ Emphasize that this is one of the most important aspects of AVID and being an AVID student.

4. Homework

- ✗ Students need to bring their binder to every class throughout the rest of the day.

Materials/Notes

Class Set

*Organizing the AVID
Student Binder*

1.1 AVID Binder Check –
Weeks 1 and 2 (Pg. 4)



Materials

Have a few extra binder:
on hand for students that
don't bring their own or
bring a binder that is too
small.

Documentation
for Essential

5.1

From Avid Lesson Plans from www.lee.k12.nc.us/

WCMS Pledge

I am a (mascot), I pledge to...

show **respect** and treat others
the way I want to be treated,

have **courage** to show
compassion and leadership at all
times,

show **excellence** by presenting
my best self, and

demonstrate **scholarship** by
achieving academic success

We are (mascot).

Respect

Courage

Excellence

Scholarship

Celebrate Good Choices!

**Do you want to celebrate your
hard work with your
classmates and friends?**

*Keep an eye out for more information
on the following experiences!!*

End of Quarter 1	Visit to Butler, University of Indianapolis, and IUPUI	\$500 Scholar Dollars
End of Quarter 2	Visit to movie viewing and Skateland	\$600 Scholar Dollars
End of Quarter 3	Overnight lock-in	\$700 Scholar Dollars
End of Quarter 4	Day-long picnic and swimming	\$600 Scholar Dollars

**Any scholar with more than 3 behavior referrals for the quarter will have a conference with an administrator to determine eligibility*

**Scholars must be passing all of their classes to be eligible to attend*

Respect

Courage

Excellence

Scholarship

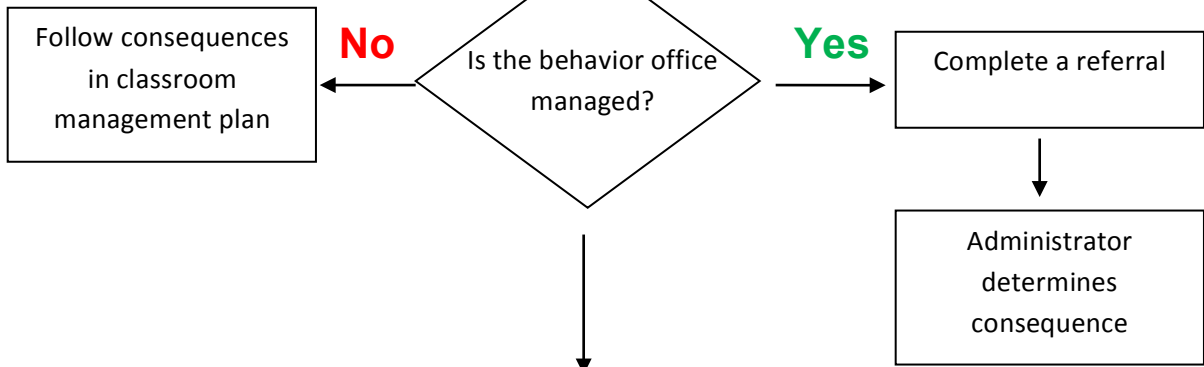
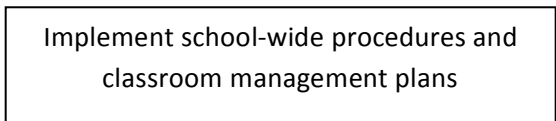
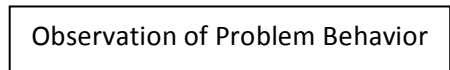
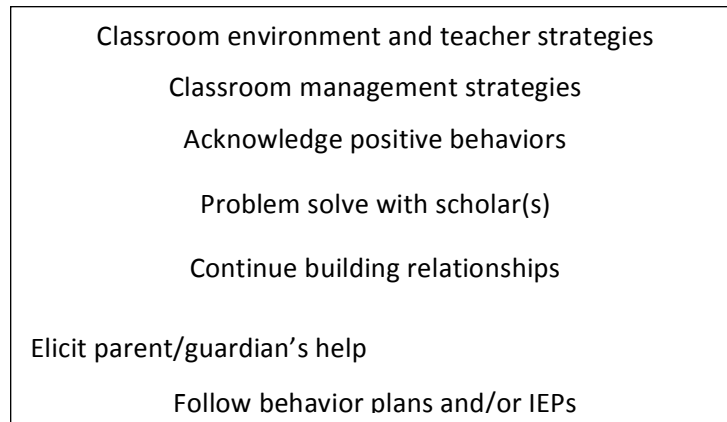
Attachment M

School-wide Discipline Plan

All scholars are expected to follow the Code of Conduct at all times, as we work together to build a positive school community. A responsible classroom is one in which a teacher exhibits an attitude of respect for scholars; has a positive influence in helping scholars develop good citizenship traits; plans a challenging curriculum to meet the needs of all scholars; and provides instruction using various methods, deliveries, and strategies. Parents and families are also expected to help us build our community by regularly communicating with staff and scholars, demonstrating the core values when at school, and serving as an ongoing partner in their children's education.

Excellence: We present our best selves. <ul style="list-style-type: none">· Make good choices· Choose a positive attitude· Keep small problems small	Respect: We treat others as they want to be treated. <ul style="list-style-type: none">· Respect our community, adults, other scholars, and ourselves· Use kind language and actions· Be safe
Scholarship: We achieve academic success. <ul style="list-style-type: none">· Be on-time and prepared for class· Put forth our best effort on all assignments· Set academic goals and work towards them	Courage: We show compassion and leadership at all times. <ul style="list-style-type: none">· Do the right thing even when it is not popular· Help and support others· Be honest

The teacher is responsible for creating a positive classroom climate conducive to learning. This is done through the establishment of clear expectations and consistent classroom practices. Each teacher will submit a Classroom Expectations Plan at the beginning of each school year. This document will align with the school-wide discipline plan, and include the steps the teacher will take when expectations are not met. At times, scholars might behave in a way that requires them to be removed from the learning environment.



Classroom Managed*	Office Managed
<ul style="list-style-type: none"> • Unprepared for class • Disruption to learning • Refusal to follow adult request/direction • Refusal to do work • Inappropriate attitude • Inappropriate language • Food or drink in classroom • Disrespect • Public display of affection • Throwing objects • Not keeping hands, feet, etc. to self • ??? 	<ul style="list-style-type: none"> • Weapons • Fighting • Chronic minor infractions • Dress code violations • Aggressive language/Threats • Profanity towards adult • Smoking • Vandalism • Alcohol/drugs • Leaving school grounds • Major theft • Bullying • Criminal law violation • Insubordination • Electronic devices • ???

*Teachers should utilize professional judgment.

Scholars with Disabilities

It is imperative that the appropriate state and federal statutes and rules be followed when disciplining a student with a disability. If there are questions about the appropriate procedures to follow, please contact the school administration.

*Please note the following offenses and their corresponding consequences. All consequences are up to administrator discretion:

Offense	Consequence	Offense	Consequence
Cursing, profane language or actions to a teacher/staff member	<p>First Offense: Parent shadow and post conference</p> <p>Second Offense: Implement behavior plan; have conference with the parent to discuss</p> <p>Third Offense (Step 6): Review behavior contract and consider scholar suspension</p>	Fighting (verbal and/or physical)	<p>First Offense: Scholar suspension and parent conference and behavior contract</p> <p>Second Offense: Review behavior contract</p>
Assaulting a Faculty/ Staff Member	First Offense: Suspended pending expulsion and/or arrest	Weapon/Drugs	First Offense: Suspended pending expulsion and/or arrest
Possession of Electronic Devices	<p>First Offense: Confiscation by administrator. Must be picked up by parent/guardian; refusal to give up equipment results in automatic 1 day suspension</p> <p>Second Offense: Confiscation by administrator; must be picked up by a parent/guardian. 1 day in-school suspension</p> <p>Third Offense: Confiscation by administrator; must be picked up by a parent/guardian. 1 day out-of-school suspension; parent conference and behavior contract</p>	Other issues	<p>First Offense: Scholar will complete a reflection sheet and discuss it with a staff member. Scholar will brainstorm logical consequences for choices.</p> <p>Second Offense: Scholar will reflect on how to change behavior moving forward. A parent conference and/or shadow will be held.</p> <p>Third Offense: Scholar will complete a behavior contract and discuss it in a parent/administrator conference.</p>

*all steps will include making contact with parent(s) and discussing the incident with them

Attachment N

Westside Community Middle School Professional Development Plan, Year 1				
Calendar Month	Topic(s)	Objectives	Friday PD Topics	PLC Meetings
July	Teambuilding PBIS Core values Technology School-wide overview Community engagement Service Learning	<ul style="list-style-type: none"> Establish norms and protocols for interacting with each other and scholars Create lessons to teach core values Integrate technology in academic lessons Discuss school-wide priorities and expectations Establish relationships with community partners and families Discuss service learning expectations 	<i>Pre-opening PD Topics</i> <ul style="list-style-type: none"> Teambuilding using becoming One Team protocol Overview of UBD, PBIS, and mastery learning Community exploration and home visits Service learning facilitation 	<ul style="list-style-type: none"> Establish team norms Complete team building Brainstorm technology integration ideas Determine planning responsibilities and norms
August	UBD unit planning Family Access Plans	<ul style="list-style-type: none"> Prioritize IAS skills to be taught in a unit Develop unit plans following UBD framework Identify areas for integration of technology into unit Describe Family Access Plans 	<ul style="list-style-type: none"> UBD overview and expectations Overview of performance and assessment tasks Implement and build Family Access Plans 	<ul style="list-style-type: none"> Analysis of unit plans Identification of IAS power standards Brainstorm ways to integrate technology
September	Mastery Learning Data analysis Community Engagement	<ul style="list-style-type: none"> Analyze data from BOY assessments Identify trends within data Develop ways to re-teach and re-cover standards Establish relationships with community partners and families 	<ul style="list-style-type: none"> Demonstrate uses of data Model data analysis Sharing data with parents and teachers Community exploration and home visits 	<ul style="list-style-type: none"> Analyze BOY assessments Data sharing protocols Use of data across teachers

October	Writing Unit Assessments	<ul style="list-style-type: none"> Describe components assessments Develop a assessments aligned back to standards Design instruction that aligns to assessments 	<ul style="list-style-type: none"> Assessment writing overview Evaluate assessments and alignment to IAS 	<ul style="list-style-type: none"> Assessment creation aligned to IAS Assessment feedback from team
November	Task Analysis	<ul style="list-style-type: none"> Analyze a performance task or assessment aligned to IAS Disaggregate the skills embedded within each task Develop rubrics to measure mastery of skills on tasks and assessments 	<ul style="list-style-type: none"> Task vs. assessment Look at sample performance tasks Look at sample rubrics 	<ul style="list-style-type: none"> Develop performance tasks and assessments aligned to IAS Protocol for peer review of tasks
December	Mastery Learning	<ul style="list-style-type: none"> Discuss mastery learning and grading protocols Determine interventions for scholars at academic risk 	<ul style="list-style-type: none"> Review mastery grading best practices Align supports to Family Access Plans 	<ul style="list-style-type: none"> Analyze scholar level data Establish next steps for mastery grading
January	Reaching All Learners Data Analysis	<ul style="list-style-type: none"> Identify scholars who need further support through the use of data Develop strategies to reach the needs of different learners Discuss ways to incorporate differentiation Review MOY data 	<ul style="list-style-type: none"> Model data analysis and reflection Learn strategies for addressing varying learners 	<ul style="list-style-type: none"> Share information regarding scholar strengths and areas support are needed Develop strategies and plan for implementation Review MOY data for scholars
February	Service Learning	<ul style="list-style-type: none"> Establish procedures for scholars' service learning projects during Q4 	<ul style="list-style-type: none"> Overview of service learning 	<ul style="list-style-type: none"> Collaborate with team on service learning supports Put in place structures to support scholars in EOY projects

March	Scholar Questioning	<ul style="list-style-type: none"> Discuss best practices in questioning Apply varying questioning techniques in the classroom 	<ul style="list-style-type: none"> Model questioning techniques Discuss ideas for questioning techniques 	<ul style="list-style-type: none"> Develop plan for implementing questioning techniques in the classroom Discuss how to hold other teachers on team accountable for implementation
April	UBD	<ul style="list-style-type: none"> Describe process for reviewing and editing UBD plans Describe rationale for adjustments to UBD plans 	<ul style="list-style-type: none"> Examine exemplars of UBD plans Compare data across teachers to determine strengths and areas of growth 	<ul style="list-style-type: none"> Analyze scholar data and use to inform adjustments
May	Vertical Alignment	<ul style="list-style-type: none"> Identify articulation of skills through grade levels as aligned to IAS Identify gaps within content coverage through grade levels 	<ul style="list-style-type: none"> Establish system for auditing curriculum Discuss solutions for changes that need to be addressed 	<ul style="list-style-type: none"> Audit curriculum Identify gaps Adjust curriculum to fill gaps aligned to IAS
June	Goal Setting	<ul style="list-style-type: none"> Describe qualitative and quantitative scholar goals for the upcoming school year Identify personal and professional goals for the professional community 	<ul style="list-style-type: none"> Discuss process for establishing goals Identify areas of priority for setting goals 	<ul style="list-style-type: none"> Collectively set goals for each grade level, using data both from outgoing class, as well as incoming class Set goals for professional teams

CODE OF BY-LAWS
OF
GOODWILL EDUCATION INITIATIVES, INC.

Adopted March 1, 2004

ARTICLE 1

Identification

Section 1.01. Name. The name of the Corporation is **Goodwill Education Initiatives, Inc.** (the “Corporation”).

Section 1.02. Mission Statement. The Corporation shall develop and operate one or more charter schools to prepare young people for productive lives. Each school shall be a “charter school,” as that term is defined in I.C. Section 20-5.5, and shall be run in accordance with a “charter school agreement” entered into by the Corporation and the Mayor of the City of Indianapolis or other sponsor as that term is defined in I.C. Section 20-5.5-1-15 (hereinafter, the “Charter”). The schools will strengthen communities by helping urban students achieve their fullest potential by educating “one student at a time” and providing schools that (i) foster students’ individual interests; (ii) engage them with teachers, parents and mentors to create learning plans that focus on those interests; and (iii) combine school based study with outside experience.

Section 1.03. Non-Discrimination. The Corporation shall admit students of any race, color, gender, national and ethnic origin, religion or ancestry and without regard to disability to all the rights, privileges, programs and activities generally accorded or made available at its charter schools. The Corporation shall not discriminate on the basis of disability, race, color, gender, national and ethnic origin, religion or ancestry in the administration of its educational policies, admissions, policies, scholarships and loan programs, and athletic or other school administered programs.

Section 1.04. Non-Sectarian. The Corporation shall be non-sectarian and non-religious in its curriculum, programs, admission policies, employment practices, governance and all other operations.

ARTICLE 2

Membership

Section 2.01. Qualification of Member. The Corporation's sole member shall be Goodwill Industries of Central Indiana, Inc. ("Goodwill"). If Goodwill ceases to exist for any reason, then the sole member shall be Goodwill's successor-in-interest, if any, or if none or if for any reason there is no member then acting, the member shall be an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, that is selected by the Board of Directors.

Section 2.02. Rights of the Member. The right of the member to vote and all the member's right, title and interest in or to the Corporation shall cease on the termination of membership. No member (other than a member that is then exempt from federal income tax under Code Section 501(c)(3)) shall be entitled to share in the distribution of the corporate assets upon the dissolution of the Corporation.

Section 2.03. Dues and Assessments. The member shall not pay dues.

Section 2.04. Resignation from Membership. The member may resign at any time by giving written notice of such resignation to the Chairman or the Secretary of the Corporation. Such resignation shall be made in writing and shall take effect at the time specified therein, or if no time is specified, at the time of its receipt by the Chairman or the Secretary. The acceptance of a resignation shall not be necessary to make it effective.

Section 2.05. Termination of Membership. The Board of Directors may not terminate or suspend the membership of the member.

Section 2.06. Period of Membership. The term of membership of the member shall be perpetual.

Section 2.07. Place of Members' Meetings. All meetings of the member shall be held either at the registered office of the Corporation in the State of Indiana, or at such other place within or without the State of Indiana as may be designated by the Board of Directors and specified in the respective notices or waivers of notice thereof.

Section 2.08. Annual Meeting. An annual meeting of the member shall be held within six (6) months after the close of the fiscal year of the Corporation as designated by the Board of Directors and specified in the respective notices or waivers of notice thereof.

Section 2.09. Special Meetings. Special meetings of the member may be called by the Chairman of the Corporation or by the Board of Directors.

Section 2.10. Notice of Meetings. A written or printed notice stating the place, day and hour of the meeting and, in case of a special meeting, the purpose or purposes for which the meeting is called, shall be delivered or mailed by the Secretary or by the officer or persons calling the meeting to the member at such address as appears on the records of the Corporation at least ten (10) days before the date of the meeting, or if notice is mailed by other than first class or registered mail, thirty (30) to sixty (60) days before the meeting date. Notice of any meeting of the member may be waived in a writing signed by the member and delivered to the Corporation. Attendance at any meeting shall constitute a waiver of notice of that meeting.

Section 2.11. Action Without Meeting. Any action required or permitted to be taken at a meeting of the member of the Corporation may be taken without a meeting if a consent in writing, setting forth the action so taken, shall be signed by a duly authorized representative of the member, and such written consent is filed with the minutes of the proceedings of the member. Such consent shall have the same effect as the vote of the member at a duly held meeting.

ARTICLE 3

Board of Directors

Section 3.01. Functions. The business, property and affairs of the Corporation shall be managed and controlled by a Board of Directors as from time to time constituted.

Section 3.02. Number and Qualification. There shall be nine (9) voting Directors of the Corporation, which number may from time to time be increased or decreased by resolution adopted by not less than a majority of the Board of Directors, subject to the limitation that the Board shall never be reduced to less than three (3) nor increased to more than eleven (11) Directors. Except as otherwise provided in these By-Laws, all members of the Board of Directors shall have and be subject to the same and equal qualifications, rights, privileges, duties, limitations and restrictions; provided, however, the President of the Corporation shall be an ex-officio member of the Board of Directors but shall not vote, and shall not be counted as a Director for purposes of quorums, majority voting, and similar issues. All Directors shall consent to appropriate background searches as required by Charter Section 3.2. No Director shall take office until the Corporation fully complies with the provisions of Charter Section 3.2.

Section 3.03. Election. One-half (rounded down to the nearest whole number) plus one of the members of the Board of Directors (the “Appointed Directors”) shall be appointed by Goodwill. The remaining members of the Board of Directors shall be elected by the Board of Directors at the annual meeting provided in this Article 2 of this Code of By-Laws (the “Elected Directors”).

Section 3.04. Term. The Elected Directors shall be divided into three classes as nearly equal in number as possible. The terms of Elected Directors in the first group expire at the first annual meeting of the Directors after their election, the terms of the second group expire at the second annual meeting of the Directors after their election, and the terms of the third group expire at the third annual meeting of the Directors after their election. At each annual meeting of the Directors held thereafter, Directors shall be chosen for a term of three (3) years to succeed those whose term expires. Incumbent Directors shall be eligible for re-election or re-appointment; provided, however, no person may serve as a Director for more than three (3) consecutive three (3) year terms.

Section 3.05. Vacancies. Any vacancy among the Elected Directors caused by death, resignation, removal or otherwise may be filled by the remaining Board of Directors, or if the Directors remaining in office constitute fewer than a quorum, by the affirmative vote of a majority of the Directors remaining in office. Any vacancy among the Appointed Directors shall

be filled by Goodwill. A Director elected to fill a vacancy shall hold office until the expiration of the term of the Director causing the vacancy and until a successor shall be elected and qualified.

Section 3.06. Resignation. Any Director may resign at any time by giving written notice of such resignation to the Board of Directors, the Chairman, President or Secretary of the Corporation, and if an Appointed Director, to Goodwill. A resignation is effective upon delivery unless the notice specifies a later effective date. The acceptance of a resignation shall not be necessary to make it effective.

Section 3.07. Removal. Any Director may be removed, with or without cause, in accordance with the provisions of the Indiana Nonprofit Corporation Act of 1991, as amended (the “Act”).

Section 3.08. Meetings. The Board of Directors shall meet at least quarterly. All meetings shall occur either at the registered office of the Corporation in the State of Indiana, or at such other place within the State of Indiana as may be designated by the Board of Directors and specified in the respective notices or waivers of notice thereof. The annual meeting shall be for the purpose of organization, election of directors and officers and consideration of any other business that may properly be brought before the meeting and shall be held within six (6) months after the close of the fiscal year of the Corporation as designated by the Board of Directors and specified in the respective notices or waivers of notice thereof. If the annual meeting is not held as above provided, the election of officers may be held at any subsequent meeting of the Board of Directors specifically called in the manner set forth herein. The Board of Directors may provide by resolution the time and place within the State of Indiana, for the holding of additional regular meetings of the Board without other notice than such resolution. Special meetings of the Board of Directors may be called by the Chairman, and shall be called by order thereof upon the written request of at least two Directors, which request shall set forth the business to be conducted at such meeting.

Section 3.09. Notice of Meetings. Notice of all meetings of the Board of Directors, except as herein otherwise provided, shall be given by mailing the same (whether by post or by electronic mail), by telephoning, or delivering personally the same at least two (2)

days before the meeting to the usual business or residence address of the Director as shown upon the records of the Corporation. Notice of any meeting of the Board of Directors may be waived in a document filed with the Secretary by any Director if the waiver sets forth in reasonable detail the purpose or purposes for which the meeting is called and the time and place of the meeting. Attendance at any meeting of the Board of Directors shall constitute a waiver of notice of that meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. In addition, notice of any Board meeting shall be posted in a conspicuous place at the principal office of the Corporation or at the Board's meeting place at least 48 hours (excluding Saturday, Sunday, and legal holidays) prior to the meeting. Notice of any meeting shall at all times conform with the requirements of Indiana's "Open Door Law," I.C. Section 5-14-1.5.

Section 3.10. Quorum. A quorum of the Board of Directors at any annual, regular or special meeting of the Board of Directors shall be a majority of the duly qualified members of the Board of Directors then occupying office, but in no case shall there be less than two (2) Directors present. The act of a majority of the Directors present at a meeting who constitute a quorum shall be the act of the Board of Directors.

Section 3.11. Committees. The Board of Directors, by resolution adopted by a majority of the Board, may designate one or more committees, each of which shall consist of two or more Directors, which committees, to the extent provided in said resolution, shall have and exercise the authority of the Board of Directors in the management of the Corporation. Other committees not having and exercising the authority of the Board of Directors in the management of the Corporation may be designated by a resolution adopted by a majority of the Directors present at the meeting at which a quorum is present. The designation of any such committee and the delegation thereof of authority shall not operate to relieve the Board of Directors, or any individual Director, of any responsibility imposed by law. All committee meetings shall be run in accordance with the requirements of Indiana's "Open Door Law," I.C. Section 5-14-1.5.

Section 3.12. No Actions Without Meeting. All actions required or permitted to be taken at any meeting of the Board of Directors or of any committee thereof must be taken

at a meeting of the Board of Directors held in accordance with the requirements of Indiana's "Open Door Law," I.C. Section 5-14-1.5.

Section 3.13. Meeting by Telephone, etc. Any or all of the members of the Board or of any committee designated by the Board may participate in a meeting by or through the use of any means of communication by which all persons participating may simultaneously communicate with each other during the meeting. Participation in a meeting using these means constitutes presence in person at the meeting. Meetings at which one or more individuals participate by phone shall be treated in all respects as a meeting at which such individuals are physically present for purposes of complying with the requirements of Indiana's "Open Door Law," I.C. Section 5-14-1.5.

ARTICLE 4

Officers

Section 4.01. Officers and Agents. The officers of the Corporation shall consist of a Chairperson, a Vice-Chairperson, a President, a Secretary, and such other officers as the Board of Directors may, by resolution, designate from time to time. Any two (2) or more offices may be held by the same person. The Board of Directors may, by resolution, create, appoint and define the duties and fix the compensation of such officers and agents as, in its discretion, is deemed necessary, convenient or expedient for carrying out the purposes for which the Corporation is formed; provided, however, that officers and agents shall be compensated, if at all, only for actual services performed on behalf of the Corporation.

Section 4.02. Election, Term of Office and Qualification. All officers shall be chosen annually by the Board of Directors at the annual meeting of the Board of Directors. Each officer shall hold office (unless the officer resigns, is removed, or dies) until the next annual meeting of the Board of Directors or until a successor is chosen and qualified.

Section 4.03. Vacancies. In the event an office of the Corporation becomes vacant by death, resignation, retirement, disqualification or any other cause, the Board of Directors shall elect a person to fill such vacancy, and the person so elected shall hold office and

serve until the next annual meeting of the Board of Directors or until a successor is elected and qualified, or until the officer's death, resignation or removal.

Section 4.04. Chairperson. The Chairperson, if present, shall preside at all meetings of the Board of Directors, shall appoint the chairperson and members of all standing and temporary committees, subject to the review of the Board of Directors, and shall do and perform such other duties as this Code of By-Laws provides or as may be assigned by the Board of Directors.

Section 4.05. Vice-Chairperson. The Vice-Chairperson shall preside at all meetings of the Board of Directors if the Chairperson is not present and shall do and perform such other duties as this Code of By-Laws provides or as may be assigned by the Board of Directors.

Section 4.06. President. The President shall be the chief executive officer of the Corporation; shall have and exercise general charge and supervision of the affairs of the Corporation; and shall do and perform such other duties as this Code of By-Laws provides or as may be assigned by the Board of Directors. The president shall be an ex-officio member of the Board of Directors, but shall not have a vote.

Section 4.07. Secretary. The Secretary shall have the custody and care of the corporate records and the minutes book of the Corporation. The Secretary shall attend all the meetings of the Board of Directors of the Corporation, and shall keep, or cause to be kept in a book provided for the purpose, a true and complete record of the proceedings of such meetings, and shall perform a like duty for all standing committees of the Board of Directors when required. The Secretary shall attend to the giving and serving of all notices of the Corporation, shall file and take care of all papers and documents belonging to the Corporation, shall authenticate records of the Corporation as necessary, and shall perform such other duties as may be required by the Code of By-Laws or as may be prescribed by the Board of Directors. The Secretary shall prepared and maintain all the materials necessary to comply with the provisions of Indiana's "Open Door Law," I.C. Section 5-14-1.5.

Section 4.08. Assistant Officers. The Board of Directors may from time to time designate assistant officers who shall exercise and perform such powers and duties as the officers whom they are elected to assist shall specify and delegate to them, and such other powers and duties as may be prescribed by the Code of By-Laws, the Board of Directors.

Section 4.09. Removal. Any officer may be removed from office, with or without cause, by the Board of Directors.

Section 4.10. Resignations. Any officer may resign at any time by delivering notice to the Board of Directors, the President or the Secretary. A resignation is effective upon delivery unless the notice specifies a later effective date.

ARTICLE 5

Loans to Officers and Directors

The Corporation shall not lend money to or guarantee the obligations of any officer or Director of the Corporation.

ARTICLE 6

Financial Affairs

Section 6.01. Contracts. The Board of Directors may authorize any officer or agent to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to a specific instance; and unless so authorized by the Board of Directors, no officer, agent or employee shall have any power or authority to bind the Corporation by any contract or engagement, or to pledge its credit or render it liable pecuniarily for any purpose or to any amount. The Board is specifically authorized to enter into (and from time to time amend) one or more “Charter School Agreements” with the Mayor of the Consolidated City of Indianapolis, Marion County, Indiana or any other qualified sponsor.

Section 6.02. Checks, etc. The Board shall by resolution designate officers, agents or employees of the Corporation who may, in the name of the Corporation, execute drafts,

checks and orders for the payment of money in its behalf; provided, however, that any expenditure in excess of Twenty-Five Thousand Dollars (\$25,000.00) that is outside the ordinary course of operation shall comply with Section 10.6 of the Charter.

Section 6.03. Investments. The Corporation shall have the right to retain all or any part of any securities or property acquired by it in whatever manner, and to invest and reinvest any funds held by it, according to the judgment of the Board of Directors.

Section 6.04. Audited Financial Statements. The Corporation shall maintain financial statements prepared in accordance with the unified accounting system prescribed by the State Board of Education and State Board of Accountants and shall engage an independent certified public accountant to audit such financial statements.

ARTICLE 7

Fiscal Year

The fiscal year of the Corporation shall begin on the first day of July of each year and end on the last day of June of each year.

ARTICLE 8

Prohibited Activities

Notwithstanding any other provision of this Code of By-Laws, no member, Director, officer, employee or agent of this Corporation shall take any action or carry on any activity by or on behalf of the Corporation not permitted to be taken or carried on by an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or any successor provision or provisions thereto.

ARTICLE 9

Amendments

The power to make, alter, amend or repeal the Code of By-Laws is vested in the Board of Directors, which power shall be exercised by affirmative vote of a majority of the Directors;

provided, however, that no amendment to Article 2 may be made without the prior approval of Goodwill. Any proposed amendment shall be included in the notice of such meeting and each member shall be provided with a copy of the notice of such meeting. If notice of a proposed amendment to the Code of By-Laws is included in the notice of any meeting of the Board of Directors, it shall be in order to consider and adopt at that meeting any amendment to the Code of By-Laws dealing with the subject matter with which the proposed amendment is concerned.

ARTICLES OF INCORPORATION
OF
GOODWILL EDUCATION INITIATIVES, INC.

The undersigned incorporator, desiring to form a corporation (the “Corporation”) pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991, as amended (the “Act”), executes the following Articles of Incorporation:

ARTICLE 1

Name

Section 1.01. Name. The name of the Corporation is:

Goodwill Education Initiatives, Inc.

ARTICLE 2

Purposes and Powers

Section 2.01. Type of Corporation. The Corporation is a public benefit corporation.

Section 2.02. Primary Purposes. The purposes for which the Corporation is organized are limited as follows:

Clause 2.02(a). Educational and Charitable Purposes.

(i) To provide educational opportunities designed to enable young people to prepare for productive adult lives; and

(ii) To develop, own and operate one or more charter schools, as that term is defined in Indiana Code Sections 20-5.5-1-1, et. seq.

Clause 2.02(b). Additional Purposes. In addition, the Corporation is formed for the purpose of assisting and engaging in all activities which serve educational or charitable purposes, which are permitted by the Act, and which are permitted to be carried on by an organization exempt from Federal taxation under the provisions of Section 501(c)(3) of the Code.

Clause 2.02(c). Limitations. Nothing contained in these Articles of Incorporation shall be construed to authorize the Corporation to engage in any activities or perform any

functions which are not within the tax-exempt purposes enumerated in Section 501(c)(3) of the Code.

Section 2.03. Limitations Upon Powers. No part of the net earnings of the Corporation shall inure to the benefit of any member, Director or Officer of the Corporation or to any private individual, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered by a member, Director, Officer or employee and to pay principal and interest at a reasonable rate not exceeding current market rates on funds loaned or advanced by a member, Director or Officer to the Corporation. No substantial part of the activities of the Corporation shall consist of attempting to propose, support, oppose, advocate the adoption or rejection of, or otherwise influence legislation by propaganda or otherwise, and the Corporation shall not participate in or intervene in (including the publication or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these Articles, the Corporation shall not conduct or carry on any activities not permitted to be conducted or carried on by an organization exempt from Federal taxation under Section 501(c)(3) of the Code

ARTICLE 3

Registered Office and Registered Agent

Section 3.01. Registered Office. The street address of the registered office of the Corporation is:

1635 West Michigan Street
Indianapolis, Indiana 46222

Section 3.02. Registered Agent. The name of the registered agent of the Corporation at the registered office is:

James M. McClelland

ARTICLE 4

Members

Section 4.01. Membership. The Corporation shall have members.

ARTICLE 5

Incorporator

Section 5.01. Name and Address of Incorporators. The name and address of the incorporators are as follows:

James M. McClelland, President of Goodwill Industries of Central Indiana, Inc.
C. Perry Griffith, Jr., Chairman of Goodwill Industries of Central Indiana, Inc.
1635 West Michigan Street
Indianapolis, Indiana 46222

ARTICLE 6

Provisions for Regulation of Business and Conduct of Affairs of the Corporation

Section 6.01. Management of Corporation. The affairs of the Corporation shall be managed by the Board of Directors of the Corporation.

Section 6.02. Code of By-Laws. The Board of Directors of the Corporation shall have the power to make, alter, amend or repeal the Code of By-Laws of the Corporation as provided therein.

Section 6.03. Limitation on Powers of the Board of Directors. Notwithstanding any contrary provisions in these Articles, neither the members nor the Board of Directors shall have the power or authority to take or authorize any action which shall deprive the Corporation of its status as an exempt organization under the provisions of Section 501(c)(3) of the Code.

Section 6.04. Amendment of Articles of Incorporation. The Corporation reserves the right to amend, alter, change or repeal any provisions contained in the Articles of Incorporation or in any amendment hereto, in any manner now or hereafter prescribed or permitted by the Act

or any amendment thereto; provided, however, that such power of amendment shall not authorize any amendment which would have the effect of disqualifying the Corporation as an exempt organization under the provisions of Section 501(c)(3) of the Code.

ARTICLE 7

Dissolution

Section 7.01. Dissolution. In the event of dissolution of the Corporation, assets remaining after payment of all debts of the Corporation shall be transferred by the Board of Directors as follows:

- (1) any remaining funds originally received from the Indiana Department of Education or any Indiana public school corporation shall be returned to the Indiana Department of Education or to the Indiana public school corporation from which the funds originated, to be used for exclusively public purposes; and
- (2) all other assets shall be distributed to the United States, the State of Indiana, the municipality in which the registered office of the Corporation is located, or any instrumentality or subdivision thereof, or to any nonprofit corporation, trust, foundation or other organization that is organized for nonprofit educational purposes and which, at the time of transfer, is exempt from Federal income taxation under Section 501(c)(3) of the Code, as may be selected by the Board of Directors; provided, however, that any transfer to a governmental entity shall be used for exclusively public purposes.

Any such assets not so transferred by the Board of Directors shall be disposed of by the Circuit Court of the County in which the registered office of the Corporation is located, exclusively for such tax-exempt purposes or to such tax-exempt organizations as the Court shall determine. No member (other than a member that is exempt from Federal income taxation under Section 501(c)(3)), Director or Officer of the Corporation, or any private individual, shall be entitled to share in the distribution of any of the assets of the Corporation on dissolution of the Corporation.

ARTICLE 8

Restrictions Applicable if the Corporation Is Or Becomes A Private Foundation

Section 8.01. Restrictions. Notwithstanding anything contained in the Articles of Incorporation to the contrary, in the event and if for any reason the Corporation should fail to qualify as a “public charity” and is classified as a “private foundation” as that term is defined in Section 509(a) of the Code, then and in such event and in order to comply with Section 508(e) of the Code, and for so long as the Corporation may be deemed to be a “private foundation,” the powers and activities of the Corporation in accomplishing the foregoing purposes shall be specifically subject to the following requirements, restrictions and limitations:

Clause 8.01(a). Self Dealing. The Corporation shall not engage in any act of self-dealing as defined in Section 4941(d) of the Code;

Clause 8.01(b). Mandatory Distributions. The Corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to the tax on undistributed income imposed by Section 4942 of the Code;

Clause 8.01(c). Excess Business Holdings. The Corporation shall not retain any excess business holdings as defined in Section 4943(c) of the Code;

Clause 8.01(d). Jeopardizing Investments. The Corporation shall not make any investments in such manner as to subject it to tax under Section 4944 of the Code; and

Clause 8.01(e). Taxable Expenditures. The Corporation shall not make any taxable expenditures as defined in Section 4945(d) of the Code.

ARTICLE 9

Indemnification

Section 9.01. Scope of Indemnity. The Corporation shall indemnify every person who is or was a director or officer of the Corporation (each of which, together with such person’s heirs, estate, executors, administrators and personal representatives, is hereinafter referred to as an “Indemnatee”) against all liability to the fullest extent permitted by Indiana Code 23-17-16; provided, that such person is determined in the manner specified by Indiana Code 23-17-16 to have met the standard of conduct specified in Indiana Code 23-17-16. The Corporation shall, to

the fullest extent permitted by Indiana Code 23-17-16, pay for or reimburse the reasonable expenses incurred by every Indemnatee who is a party to a proceeding in advance of final disposition of the proceeding, in the manner specified by Indiana Code 23-17-16. The foregoing indemnification and advance of expenses for each Indemnatee shall apply to service in the Indemnatee's official capacity with the Corporation, and to service at the Corporation's request, while also acting in an official capacity with the Corporation, as a director, officer, partner, member, manager, trustee, employee, or agent of another foreign or domestic corporation, partnership, limited liability company, joint venture, trust, employee benefit plan, or other enterprise, whether for profit or not.

Section 9.02. Binding Nature. The provisions of this Article shall be binding upon any successor to the Corporation so that each Indemnatee shall be in the same position with respect to any resulting, surviving, or succeeding entity as the Indemnatee would have been had the separate legal existence of the Corporation continued; provided, that unless expressly provided or agreed otherwise, this sentence shall be applicable only to an Indemnatee acting in an official capacity or in another capacity described in Section 9.01 prior to termination of the separate legal existence of the Corporation. The foregoing provisions shall be deemed to create a contract right for the benefit of every Indemnatee if (a) any act or omission complained of in a proceeding against the Indemnatee, (b) any portion of a proceeding, or (c) any determination or assessment of liability, occurs while this Article is in effect.

Section 9.03. Interpretation. All references in this Article to Indiana Code 23-17-16 shall be deemed to include any amendment or successor thereto. When a word or phrase used in this paragraph is defined in Indiana Code 23-17-16, such word or phrase shall have the same meaning in this Article that it has in Indiana Code 23-17-16. Nothing contained in this Article shall limit or preclude the exercise of any right relating to indemnification or advance of expenses to any Indemnatee or the ability of the Corporation to otherwise indemnify or advance expenses to any Indemnatee.

Section 9.04. Severability. If any word, clause, or sentence of the foregoing provisions regarding indemnification or advancement of expenses shall be held invalid as contrary to law or

public policy, it shall be severable and the provisions remaining shall not be otherwise affected. If any court holds any word, clause, or sentence of this paragraph invalid, the court is authorized and empowered to rewrite these provisions to achieve their purpose to the extent possible.

ARTICLE 10

Definitions

Section 10.01. Definitions. Any reference made herein to a Section of the “Code” shall include that Section of the Internal Revenue Code of 1986, as well as (1) any subsequent amendments thereto; (2) the corresponding provisions in any recodification of the Internal Revenue Code; and (3) the Treasury Regulations promulgated under such Section.

IN WITNESS WHEREOF, the undersigned, being the Incorporators designated in Article 5, execute these Articles of Incorporation this ____ day of _____, 2003.

James M. McClelland, Incorporator

C. Perry Griffith, Jr., Incorporator

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **SEP 17 2004**

GOODWILL EDUCATION INITIATIVES INC
C/O JAMES M MCCLELLAND
1635 W MICHIGAN ST
INDIANAPOLIS, IN 46222

Employer Identification Number:
20-0749885
DLN:
17053055069044
Contact Person:
MYRON L RANNEY ID# 75618
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
December 19, 2003
Contribution Deductibility:
Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Information for Exempt Organizations Under Section 501(c)(3) for some helpful information about your responsibilities as an exempt organization.

Sincerely,



Lois G. Lerner
Director, Exempt Organizations
Rulings and Agreements

Enclosures: Information for Organizations Exempt Under Section 501(c)(3)

Letter 947 (DO/CG)

All board member background checks and memoranda are on file with the Office of Education Innovation through other Goodwill Education Initiative charter applications.

Jeffrey A. Harrison

Jeffrey A. Harrison is vice president, engineering and facilities management for Citizens Energy Group. He is responsible for corporate engineering and Citizens' non-regulated operations.

Jeffrey has served the utility industry for over 17 years. He has held such positions as vice president, manufacturing; director, steam distribution, where he was responsible for the operation and maintenance of the city's steam distribution system; and corporate strategist, where he was responsible for utility strategic planning.

Jeffrey's volunteer endeavors include board memberships for the Leukemia and Lymphoma Society, the Indianapolis Urban League, the Indianapolis Zoo, Goodwill Education Initiatives Inc., and the YMCA.

Jeffrey received a Bachelor of Science degree in electrical engineering from Rose-Hulman Institute of Technology and a Master of Business Administration degree from Indiana University.

CHARLES PERRY GRIFFITH JR

Date of Birth: December 21, 1953
Place of Birth: Indianapolis, Indiana
Residence: 663 Forest Boulevard, Indianapolis, Indiana 46240
Spouse: Nancy "Michelle" Griffith
Children: Charles Perry Griffith III d/o/b 2/22/83
Maegan Elizabeth Griffith d/o/b 11/16/85
Claire Helene Griffith d/o/b 7/15/93
Parents: Charles Perry Griffith Sr (deceased 12/4/81)
Gerd Jacobsen Griffith
Sibling: Wendy Griffith Kortepeter
Education: Attended Boston University and Indiana University,
Receiving B.S. (1976) and M.B.A. (1978) degrees
from Indiana University

Professional Career:

Dec 1992 – Present	Chairman, Denison, Inc. & Subsidiaries
Oct 1989 – Present	President, Denison, Inc.
1982 – Present	Director, Denison, Inc.
Sep 1979 – Sep 1988	Merchants National Bank & Trust Company Vice President & Senior Account Officer, Commercial Banking Division
1982 – Present	WC Griffith Foundation Trust - Advisor
1982 – 1987	Union State Bank, Carmel, IN – Director
May 1988 – Feb 2005	Benicorp Financial, Inc. – Director, Vice Chairman

Civic Organizations:

Boys Club of Indianapolis	Past Director
Brebeuf Jesuit Preparatory School	Past Trustee
Butler University Business School	Past Advisory Board Member
Corporate Community Council	Past Member
Crown Hill Cemetary	
Board of Corporators	Member
Board of Managers	Past Chairman

Economic Club of Indianapolis	Member
Eiteljorg Museum	Past Trustee
Goodwill Industries of Central Indiana	Honorary Director, Past Chairman
Goodwill Foundation	Director
Greater Indianapolis Progress Committee	Past Director
Indianapolis Clean City Committee	Past Director
Indianapolis Convention & Visitors Assoc	Director
Indianapolis Downtown, Inc.	Director, Past Chairman
Indianapolis Metropolitan Academy	Director, Vice Chairman
Indianapolis Private Industry Council	Past Chairman
Penrod Society	Past Member
Riley Children's Foundation	Board Governor, Past Chairman
St Vincent Hospital Foundation	Past Director, Past Vice Chairman
Sigma Nu Alumni Beta Eta Chapter	Past Director
The Hundred Club	Member
Washington Township School Foundation	Board Member

Social Memberships:

Columbia Club	
Maxinkuckee Country Club, Culver, IN.	
Maxincuckee Yacht Club, Culver, IN.	
Meridian Hills Country Club	
University Club	Past President

Church Affiliation:

Second Presbyterian Church	Past Deacon
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C. Perry Griffith, Jr., Chair

C. Perry Griffith, Jr., is Chairman and President of Denison, Inc., a family owned business headquartered in Indianapolis. Denison Properties and Denison Parking are the two primary subsidiaries of Denison, Inc. Griffith has served in this capacity since 1989. Prior to that, Griffith worked for 10 years at Merchants National Bank & Trust Company spending most of that time in commercial lending.

Griffith served on the board of directors of Union State Bank in Carmel from 1982-1987 prior to its acquisition by Merchants National Bank & Trust Company. He also served as a Director and Vice Chairman of Benicorp Financial, Inc., prior to its sale in 2005. Currently, Griffith serves on the board of directors of Merchants Bank of Indiana.

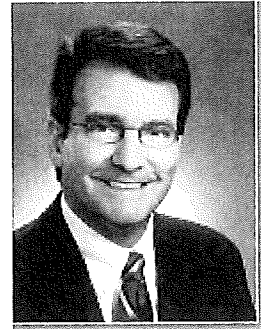
Griffith has served on a number of civic and not-for-profit boards. He is the past Chairman of Crown Hill Cemetery Board of Managers, Goodwill Industries of Central Indiana, Indianapolis Downtown, Inc., Indianapolis Private Industry Council and Riley Children's Foundation. Griffith continues to serve on the boards of Crown Hill Cemetery Board of Corporators, Goodwill Industries of Central Indiana and the Goodwill Industries Foundation, Riley Children's Foundation and the Washington Township School Foundation.

Michael B. O'Connor

Principal

moconnor@bosepublicaffairs.com

1600 First Indiana Plaza
135 N. Pennsylvania St.
Indianapolis, IN 46204
phone: 317-684-5473
fax: 317-223-0473



Michael O'Connor is a principal with Bose Public Affairs Group. As the former chief deputy mayor of the city of Indianapolis, O'Connor worked as a key member of Mayor Bart Peterson's administration, first managing Peterson's successful election campaign, then serving as the mayor's top advisor and chief of staff. During his tenure as chief deputy mayor, O'Connor was the lead negotiator on Indianapolis Colts' matters, the purchase of the Indianapolis Water Co. and oversaw Economic Development and Public Safety. He aggressively addressed the many issues facing the city of Indianapolis, creating initiatives to strengthen the economy and create jobs, support public education and improve the quality of life in Indianapolis. As the senior member of Mayor Peterson's staff, O'Connor was key in developing the Indianapolis Works initiative, which addressed budgetary concerns and reinforced public services by streamlining local government and tax structures.

As a high profile Democrat, O'Connor bolsters Bose Public Affairs Group's extensive lobbying efforts by utilizing his strong relationships in government and the community and his deep understanding of government on behalf of clients. In addition, he directs the firm's communications consultancy, High Road Communications. High Road Communications serves as strategic communications advisors to corporate clients as well as a variety of political campaigns and non-partisan grassroots efforts. High Road Communications is a full service advisory, productions and editing communications firm

Before joining the Peterson administration, O'Connor served in several capacities in other governmental agencies. Appointed by former President Bill Clinton in 1997, O'Connor directed all state and local governmental relations for the U.S. Environmental Protection Agency (EPA). Before joining EPA, he was commissioner of the Indiana Department of Environmental Management (IDEM) under Govs. Evan Bayh and Frank O'Bannon, having previously served as IDEM's deputy commissioner. In 1990, O'Connor managed the campaign for Indiana Secretary of State Joe Hogsett in his upset victory over then- Indianapolis Mayor Bill Hudnut.

A graduate of Indiana University, O'Connor entered the political world while at IU, serving as a Lyndon B. Johnson intern for former U.S. Congressman Phil Sharp of Indiana. After graduation, O'Connor managed Sharp's 1986 campaign. In 1987, O'Connor became the youngest person ever elected to the Greenfield City Council.

O'Connor is an adjunct faculty member at the School of Public and Environmental Affairs at IU in Bloomington and Indianapolis. He is a graduate of the Public Affairs Council's Public Affairs Institute. He serves on the boards of United Way of Central Indiana, Goodwill of Central Indiana, Shephard Community, Goodwill Educational Initiatives and co-chair of the United Way Ready to Lean/Ready to Earn Committee.

O'Connor's interest and passion regarding Charter Schools goes back to the Peterson Administration. O'Connor was Chief of Staff to Peterson and spearheaded the legislative effort to create Charter Schools in Indiana and to give Chartering authority to the Mayor of Indianapolis.

Since leaving the Mayor's office O'Connor has maintained that commitment to education in the Indianapolis Community through his work with the Goodwill of Central Indiana and as Co-Chair of the United Way of Central Indiana's Ready to Learn, Ready to Earn initiative.

O'Connor has been willing to push education reform efforts that have challenged the normal positions of his own political party in recognition that we must challenge the status quo in every element of education.

Michael O'Connor

Michael O'Connor is a principal with Bose Public Affairs Group. As the former chief deputy mayor of the city of Indianapolis, O'Connor served as the mayor's top advisor and chief of staff. During his tenure as chief deputy mayor, he addressed many issues facing the city of Indianapolis, creating initiatives to strengthen the economy and create jobs, support public education and improve the quality of life in Indianapolis.

In addition to bolstering Bose Public Affairs Group's lobbying efforts, O'Connor also directs the firm's communications consultancy, High Road Communications, which serves as strategic communications advisor to corporate clients as well as a variety of political campaigns and nonpartisan grassroots efforts.

Before joining the Peterson administration, O'Connor served in several capacities in other governmental agencies. Appointed by former President Bill Clinton in 1997, O'Connor directed all state and local governmental relations for the U.S. Environmental Protection Agency (EPA). Before joining EPA, he was commissioner of the Indiana Department of Environmental Management (IDEM) under Governors Evan Bayh and Frank O'Bannon.

A graduate of Indiana University, O'Connor entered the political world while at IU, serving as a Lyndon B. Johnson intern for former U.S. Congressman Phil Sharp of Indiana. In 1987, O'Connor became the youngest person ever elected to the Greenfield City Council. He is an adjunct faculty member at the School of Public and Environmental Affairs at IU in Bloomington and Indianapolis and is a graduate of the Public Affairs Council's Public Affairs Institute. He serves on the boards of United Way of Central Indiana, Goodwill of Central Indiana, Shepherd Community, Goodwill Education Initiatives, and is co-chair of the United Way Ready to Learn/Ready to Earn Committee.

DONALD L. (*DON*) PALMER

- **Visionary • Founder • Consultant**
- **Business Executive • Board Member**
- **Community Leader**

Don Palmer has over 30 years of experience in business, organizational development, entrepreneurship, private equity investing, and service on numerous corporate and non-profit boards.

As managing partner of Honey Creek Capital (*honeycreekcapital.com*), Don invests in small and mid-market businesses by providing value added services to maximize investment return. This includes strategic planning, management training and advisory role activities.

Don is a partner in Equipment Technologies (*apachesprayer.com*), a middle market agricultural equipment manufacturer (Mooresville, IN), the largest independently owned self-propelled sprayers in North America. It operates out of a 108,000 square foot headquarters incorporating common model parts, resulting in faster production, less inventory on shelves and more affordable sprayers. Distribution is through a direct sales force and independent dealers in North America.

He is also a long-time partner in Palmer Truck Group (*palmertrucks.com*), middle market retail and leasing truck business with eight locations in the Midwest – Indiana/Ohio privately owned company with 500 employees specializing in top quality Kenworth trucks, parts and service. Don is also an investor in Cardinal Equity, Command Equity and Tillery Capital.

In 2011-12, Don served as Interim Chief Operating Officer for the Heartland Film Festival – Truly Moving Pictures based in Indianapolis. He played a major role in transitioning the organization to a higher level of excellence through restructuring, funding enhancement, budget accountability and operational efficiencies.

Don was active for 30 years with Palmer Automotive Group, a family-owned, retail automobile business in Indiana. He served as President & Chairman of the automotive division and remains an investor. The company had experienced \$75M in sales at three locations, including Chrysler, Dodge and Hyundai franchises, a rental car company, commercial vehicle/in-house leasing businesses, and collision repair.

He began his career as a sales representative with Xerox Corporation, and then entered the vehicle business as Controller, Secretary & Treasurer with Kenworth of Cincinnati, a commercial truck company providing sales, leasing, and service. Don is an active owner/investor in a real estate development company; and was an investor/board member in Autobase, a software company serving the retail automobile market. Palmer became the fourth franchisee for JD Byrider, a used car sales/finance business, with two locations in Indianapolis.

Palmer's career service on boards of directors includes:



Areas of Expertise

- Family business management
- Dealership negotiation and management
- Automotive consumer sales
- Fleet sales
- TV and radio advertising
- Automotive parts, service, and collision management

Industry/Sector Experience

- Automotive
- Farm Equipment
- Motorcycles
- Banking
- Private equity
- Higher Education

Functional Experience

- Board of Directors
- General Management
- Budget & Cash Flow Analysis
- P&L Management
- Staff Development
- Non-Profit Leadership

Education

Faculty (Adjunct), Indiana Wesleyan University, Indianapolis; Faculty (Adjunct), Northern Kentucky University; Board Member, Indiana University Business Alliance; and Adjunct Instructor, Taylor University

DONALD L. (*DON*) PALMER

- Equipment Technologies – Mooresville, IN
- Fifth Third Bank – Indiana; Executive Committee
- Hudson Aquatic Pools – Angola, IN (manufacturer of therapy pools for physical therapy and veterinary market)
- Three Witt Enterprises – fast-growing, 15-restaurant chain in Ohio and South Carolina
- Activate Healthcare – Indianapolis (Founding Member & a Managing Partner for on-site employer healthcare and wellness company)
- VRCG, Inc. – Royal Oak, MI (helps auto dealerships and rental car companies become more efficient and profitable)
- Cheeseman Trucking – Fort Recovery, OH (mid-market commercial carrier)
- Ahaus Engineering – Richmond, IN (mechanical engineering firm that designs and manufactures custom products)
- Qualtronics – Columbus, IN (high-quality wiring harness manufacturer)
- World Presidents Organization, Indiana Chapter (Chapter Chair, Education Chair, Forum Moderator)
- Opportunity International - (Treasurer, Marketing Chair, Audit Committee Chair); Opportunity International provides small business loans, savings, insurance and training to over two million people working their way out of poverty in the developing world. Clients in over 25 countries use these financial services to start or expand a business, provide for their families, create jobs for their neighbors and build a safety net for the future.
- Opportunity Transformation Investments (Board Member) - OTI is a below-market investment program managed by the Calvert Social Investment Foundation. The fund makes equity, loan and debt securities investments in microfinance institutions (MFIs) worldwide. OTI was created by Opportunity International and invests in the MFIs, part of the Opportunity International Network.

Don's passion for teaching and education includes service as: Executive in Residence, Taylor University MBA Program; Indiana Wesleyan Entrepreneur in Residence and instructor in strategic management; Indiana University Kelley Graduate School of Business private equity project with Dr. Bill Haeberle and Sophwiki mentoring program; Indiana University Business Alliance (Board member); Northern Kentucky University marketing instructor; Aileron Guest Instructor – "How to be an Effective Board Member"

Leadership has been an important component of Palmer's career and personal life, including co-founding the Indianapolis Faith Leadership Series and the Barnabas Fund (Chair) through the Central Indiana Community Foundation. Don and his wife, Carolyn, are parents of a married son in Indianapolis, married daughter in Rochester, MN, and daughter attending Miami University (Ohio) as a freshman.

Earned BS Degree in General Management, Krannert School of Business, Purdue University; MBA Degree in Finance, Xavier University; Honorary Doctorate in Business, Indiana Wesleyan University; Masters Level Strategic Coach; Certification, The Fund Raising School, Center on Philanthropy at Indiana University

Other nonprofit board involvement:

- ❖ **Halftime Indiana** (City Champion)
- ❖ **Indianapolis Private Industry Council**
- ❖ **Dodge National Dealer Council**
- ❖ **Indianapolis Auto Trade Association**
- ❖ **Indianapolis Auto Trade Acceptance** (sub-prime finance company)
- ❖ **Young Life** (Indianapolis Urban Chair)
- ❖ **Indianapolis Urban Enterprise Association** (Chair)
- ❖ **National Christian Foundation of Indiana** (Co-Founder & Vice Chair)
- ❖ **Wheeler Mission Ministries**
- ❖ **Eastside Community Investments**
- ❖ **Hoosier Salon** (Marketing Committee Chair)
- ❖ **Christian Theological Seminary** (Audit Committee Chair & Advancement Committee)
- ❖ **Second Presbyterian Church** (Building Committee Chair for \$12,000,000 expansion, Budget Committee Chair for \$3,000,000 budget, Elder, Strategic Planning Committee, and Teacher)
- ❖ **Armonia**, Oaxaca, MX
- ❖ **Wycliffe Bible Translators** Presidential Advisory Council

Don's contact information:

33 Twinshore Ct.,
Carmel, IN 46033
dpalmer@palmertrucks.com

317.590.5331

Claudia Cummings

Occupation History:

Claudia is the Vice President for Workforce and Education for Conexus Indiana. Prior to that she has had extensive experience in a variety of roles, including: Deputy Commissioner and Legislative Director, Indiana Department of Administration (2005-2008), Public Affairs Officer, United States Attorney (2003-2005), Chief Deputy, Clerk of the Marion Circuit Court (2000-2003), Fiscal Deputy, Clerk of the Marion Circuit Court (1998-2000), Legislative Assistant, Indiana House of Representatives (1995-1998), Public Affairs Specialist, U.S. Health Care Financing Administration (1994-1995), Media Relations Specialist, Indianapolis Public Schools (1994), Public Sector Consultant (1992-1993) Indianapolis, Indiana, and Assistant for Media Relations, Mayor of the City of Indianapolis (1991).

Education:

Claudia holds a Bachelor's degree from Franklin and Marshall College, an MPA from Indiana University School of Public and Environmental Affairs, and has completed the Executive Education Program at Dartmouth College.

Service:

In addition to serving on the board for GEI, Claudia has worked on the Indianapolis Local Public Improvement Bond Bank (2011-2012), Indiana Commission on Career and Technical Education (2010 - 2012), Governor's First Steps Coordinating Council (2007 - 2010); Chairman (2009 - 2010), Orchard in Bloom Executive Committee (2003-2004), Indiana Election Commission (2002-2003), Secretary of the Marion County Republican Party (2000-2003), and Richard G. Lugar Excellence in Public Service Series Graduate (1996-1997).

GINA C. DELSANTO, Ph.D.

OFFICE: (317) 464-4408

EDUCATION

Ph.D., INDIANA UNIVERSITY

RESEARCH AREAS: CRITICAL THEORY, ITALIAN LITERATURE AND CINEMA, SEMIOTICS, MEDIEVAL STUDIES, WOMEN'S STUDIES
DISSERTATION: "SEXUAL POLITICS, ALTERITY AND THE SEARCH FOR SIGNIFIERS IN BOCCACCIO'S *DECAMERON*"

M.A., INDIANA UNIVERSITY

ITALIAN LANGUAGE, LITERATURE AND CINEMA

B.A., UNIVERSITY OF RHODE ISLAND

MAJORS: ITALIAN LANGUAGE AND LITERATURE

RUSSIAN LANGUAGE AND LITERATURE

CERTIFICATE IN DISTANCE EDUCATION, INDIANA UNIVERSITY

PROFESSIONAL EXPERIENCE

PURDUE UNIVERSITY, WEST LAFAYETTE, INDIANA

2013-CURRENTLY: CHIEF OF STAFF TO PRESIDENT MITCHELL E. DANIELS, JR.

WORK WITH THE PRESIDENT AND OTHER MEMBERS OF THE UNIVERSITY'S LEADERSHIP TO ESTABLISH INSTITUTIONAL PRIORITIES AND POLICIES, AND DETERMINE THE TIMELINES, ACTIONS AND RESOURCES TO ACHIEVE THEM. WORK WITH MEMBERS OF THE UNIVERSITY COMMUNITY, INCLUDING FACULTY, STAFF AND ADMINISTRATORS TO ADVANCE AND ACCELERATE THE PRESIDENT'S STRATEGIC PROJECTS AND ENSURE COORDINATION OF THOSE INITIATIVES ACROSS THE UNIVERSITY. DIRECTLY HANDLE MATTERS OF INSTITUTIONAL IMPORTANCE ON BEHALF OF THE PRESIDENT AND ASSIST HIM IN POSITIONING THE UNIVERSITY WITH CIVIC AND BUSINESS LEADERS AND ALUMNI ON ISSUES OF STRATEGIC IMPACT.

INDIANA COMMISSION FOR HIGHER EDUCATION, INDIANAPOLIS, INDIANA

2012-2013: SENIOR ASSOCIATE COMMISSIONER AND CHIEF OF STAFF

SUPPORT THE IMPLEMENTATION OF INDIANA'S STRATEGIC PLAN FOR HIGHER EDUCATION. SUPPORT THE COMMISSION'S STATUTORY OVERSIGHT OF INDIANA'S PUBLIC INSTITUTIONS THROUGH DEVELOPMENT OF POLICIES AND PRACTICES. SUPPORT THE COMMISSION'S ADMINISTRATION OF INDIANA'S PROGRAM OF FINANCIAL AID. COLLABORATE WITH PUBLIC, PRIVATE AND NONPROFIT ENTITIES IN THE DEVELOPMENT AND IMPLEMENTATION OF THE STATE'S INTEGRATED EDUCATION-TO-CAREER CONTINUUM. SECURE EXTERNAL FUNDING FOR THE COMMISSION'S INITIATIVES.

INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT, INDIANAPOLIS, INDIANA

2009-2012: **SENIOR DEPUTY COMMISSIONER**

OVERSEE THE DEVELOPMENT, IMPLEMENTATION AND ASSESSMENT OF INDIANA'S WORKFORCE DEVELOPMENT PROGRAMS FOR ADULTS AND AT-RISK YOUTH, INCLUDING ADULT REMEDIAL EDUCATION, OCCUPATIONAL-SKILLS TRAINING, AND POST-SECONDARY-TRANSITION. DEVELOP STATE POLICIES GOVERNING WORKFORCE ISSUES. EXECUTIVE DIRECTOR, STATE WORKFORCE INNOVATION COUNCIL—THE APPOINTED BOARD OVERSEEING INDIANA'S WORKFORCE SYSTEM.

BUTLER UNIVERSITY, INDIANAPOLIS, INDIANA

2004 - 2009: **ASSOCIATE PROVOST**

COLLABORATE WITH THE PROVOST AND ACADEMIC DEANS TO PLAN, DELIVER AND ASSESS THE INSTITUTION'S ACADEMIC PROGRAMS. PROVIDE VISION AND SUPERVISION TO ALL ACADEMIC SUPPORT PROGRAMS; ADMINISTER INITIATIVES RELATED TO MATRICULATION, RETENTION, STUDENT DEVELOPMENT AND CAREER PLACEMENT. CONVENER: RETENTION COMMITTEE; COUNCIL ON RACIAL AND ETHNIC DIVERSITY. MEMBER, PROVOST'S COUNCIL AND SENIOR ADMINISTRATIVE GROUP; STEERING COMMITTEE-DECENNIAL ACCREDITATION; UNIVERSITY ASSESSMENT COMMITTEE; ADMISSIONS COMMITTEE; STRATEGIC PLANNING STEERING COMMITTEE; INFORMATION TECHNOLOGY TASK FORCE.

2000 - 2003: **DIRECTOR, LEARNING RESOURCE CENTER AND EXPLORATORY STUDIES PROGRAM**

RESPONSIBLE FOR MATRICULATION OF FRESHMEN, ORIENTATION PROGRAMS, EXPLORATORY STUDIES PROGRAM, RETENTION, TUTORING PROGRAMS AND SPECIAL PROJECTS

MITCH DANIELS FOR GOVERNOR, INDIANAPOLIS, INDIANA

2003 - 2004: **POLICY DIRECTOR**

RESPONSIBLE FOR RESEARCH, ANALYSIS AND EVALUATION OF PUBLIC POLICY PLATFORM FOR GUBERNATORIAL CANDIDATE MITCH DANIELS. COORDINATED NETWORK OF PROFESSIONALS CONTRIBUTING THEIR EXPERTISE TO POLICY DEVELOPMENT.

U.S. SENATOR RICHARD G. LUGAR, INDIANAPOLIS, INDIANA

1995 - 2000: **DIRECTOR OF OUTREACH AND CENTRAL INDIANA REGIONAL DIRECTOR**

RESPONSIBLE FOR DEVELOPMENT AND IMPLEMENTATION OF OUTREACH EFFORTS, INCLUDING THE EXECUTIVE BRIEFINGS PROGRAM; PRODUCED TEN TOPIC-SPECIFIC HANDBOOKS FOR PUBLIC DISSEMINATION; COORDINATED OF THE LUGAR FITNESS FESTIVAL; PROMOTED COLLABORATIVE EFFORTS AMONG COMMUNITY LEADERS, BUSINESS AND EDUCATION

1993 - 1995: **STATE OFFICE SPECIALIST**

ISSUE AREAS: STATE DEPARTMENT, IMMIGRATION, EDUCATION, WORKFORCE, LABOR

MIDDLEBURY COLLEGE, MIDDLEBURY, VERMONT

SUMMER, 1990: **VISITING PROFESSOR**, TOTAL-IMMERSION LANGUAGE PROGRAM.

INDIANA UNIVERSITY, BLOOMINGTON, INDIANA

1989-1991: **VISITING PROFESSOR**, DEPARTMENT OF FRENCH AND ITALIAN

1984-1989: **ASSOCIATE INSTRUCTOR**, DEPARTMENT OF FRENCH AND ITALIAN

SUMMERS, 1986 AND 1988: **ASSISTANT DIRECTOR**, INDIANA UNIVERSITY SUMMER PROGRAM, FLORENCE, ITALY

GINA C. DELSANTO, Ph.D.

HONORS AND ACTIVITIES

GOVERNOR'S DISTINGUISHED SERVICE MEDAL, 2013

APPLE AWARD FOR OUTSTANDING TEACHING, BUTLER UNIVERSITY, 2002, 2008

AMERICAN FEDERATION OF TEACHERS, TEACHING EXCELLENCE AWARD, 1987

OUTSTANDING TEACHING AWARD, INDIANA UNIVERSITY, 1986

PHI BETA KAPPA, RHODE ISLAND ALPHA, 1984

PHI KAPPA PHI, RHODE ISLAND CHAPTER, 1984

PHI SIGMA IOTA, NATIONAL FOREIGN LANGUAGE HONOR SOCIETY, 1984

DOBRO SLOVO, NATIONAL SLAVIC HONOR SOCIETY, 1984

PRESIDENT'S AWARD FOR ITALIAN AREA STUDIES, UNIVERSITY OF RHODE ISLAND, 1984

PRESIDENT'S AWARD FOR RUSSIAN AREA STUDIES, UNIVERSITY OF RHODE ISLAND, 1984

VICE CHAIR, GOODWILL EDUCATIONAL INITIATIVES BOARD, SINCE 2005

SUBCOMMITTEE CO-CHAIR, TALENT ALLIANCE OF CENTRAL INDIANA, SINCE 2011

MEMBER, ADVISORY COUNCIL—BIOCROSSROADS, SINCE 2009

MEMBER, ADVISORY COUNCIL—INDIANA UNIVERSITY SCHOOL OF CONTINUING STUDIES-COMMUNITY LEARNING NETWORK, 2009-2011

MEMBER, READY INDIANA COUNCIL, SINCE 2009

MEMBER, STEERING COMMITTEE--ACHIEVING THE DREAM—IVY TECH COMMUNITY COLLEGE, SINCE 2009

MEMBER, INDIANA'S EDUCATION ROUNDTABLE, 2005-09 AND SINCE 2010

MEMBER, INDIANA STATE WORKFORCE INNOVATION COUNCIL, 2005-09 AND SINCE 2010

FOUNDING MEMBER, DEAN'S COUNCIL, INDIANA UNIVERSITY SCHOOL OF INFORMATICS, 1999-2003

RECENT SCHOLARLY AND PROFESSIONAL PRESENTATIONS:

DECEMBER 2012: "No Limits." WFYI RADIO. INVITED GUEST.

JULY 2012: PRIOR-LEARNING ASSESSMENT. A CONVENING OF THE LUMINA FOUNDATION. INVITED PANELIST.

MAY 2012: BRINGING BUSINESS AND HIGHER EDUCATION TO THE STATE POLICY TABLE: CRAFTING STATE POLICY PRIORITIES AND STRATEGIES. A CONVENING OF THE LUMINA FOUNDATION. INVITED PANELIST.

APRIL 2012: COUNCIL ON ADULT BASIC EDUCATION. PRESENTATION. "DEEPER LEARNING AS AN EDUCATIONAL IMPERATIVE."

MARCH 2012: "ECONOMIC OUTLOOK." WNIT—MICHIANA BROADCASTING. INVITED GUEST.

JANUARY 2012: JOYCE FOUNDATION-SHIFTING GEARS INTERSTATE ASSEMBLY. INVITED PRESENTER, "FEDERAL IMPACT ON STATE WORKFORCE PROGRAMS," AND "ALIGNING ADULT EDUCATION AND OCCUPATIONAL TRAINING."

DECEMBER 2011: U.S. DEPARTMENT OF LABOR WEBINAR. INVITED PRESENTER, "NEW STRATEGIES TO INCREASE CREDENTIAL RATES."

NOVEMBER 2011: AMERICAN ASSOCIATION OF ADULT AND CONTINUING EDUCATORS. PRESENTATION, "THE CASE FOR DEEPENING ADULT EDUCATION."

NOVEMBER 2011: NATIONAL ASSOCIATION OF STATE WORKFORCE AGENCIES. INVITED PANELIST, "INTEGRATING WORKFORCE DEVELOPMENT WITH ADULT EDUCATION."

MAY 2011: INDIANA ASSOCIATION OF ADULT EDUCATORS. PRESENTATION, "RE-CONCEIVING ADULT EDUCATION IN THE NEW ECONOMY."

FEBRUARY 2011: "WORKFORCE CLOCK TICKING: SKILLS UPGRADE TAKES ON GREATER URGENCY." BIZVOICE MAGAZINE. PANEL PARTICIPANT.

DECEMBER 2010: INDIANAPOLIS: CENTER FOR EXCELLENCE IN LEADERSHIP OF LEARNING CONFERENCE. PANEL MODERATOR, "COLLEGE AND CAREER READINESS—AN OCCUPATIONAL FOCUS."

SEPTEMBER 2010, INDIANA ASSOCIATION OF ADULT EDUCATORS. KEYNOTE ADDRESS, "ARTICULATING BASIC-SKILLS REMEDIATION AND OCCUPATIONAL CERTIFICATION."

JUNE 2010: 2010 MANUFACTURING AND LOGISTICS SUMMIT. PANEL PARTICIPANT, "STATE OF MANUFACTURING: OPPORTUNITIES AND CHALLENGES IN INDIANA'S LARGEST INDUSTRY."

MAY 2010: INDIANA'S EDUCATION ROUNDTABLE. INVITED PANELIST, "REACHING HIGHER IN INDIANA: FROM ACCESS TO SUCCESS."

MARCH 2010: INDIANA ASSOCIATION OF INSTITUTIONAL RESEARCHERS. PAPER, "USING COMPARATIVE ANALYSIS TO ENHANCE RETENTION AND TARGET LEARNER-SUPPORT ACTIVITIES."

NOVEMBER 2009: *THE FUTURE OF THE ECONOMY* CONFERENCE. KEYNOTE ADDRESS, "THE FUTURE OF INDIANA'S WORKFORCE."

OCTOBER 2009: INDIANA UNIVERSITY SCHOOL OF ADULT EDUCATION ANNUAL COLLOQUIUM. KEYNOTE ADDRESS, "CHALLENGES AND OPPORTUNITIES IN ADULT EDUCATION."

OCTOBER 2009: INDIANA ASSOCIATION OF CAREER DEVELOPMENT PROFESSIONALS ANNUAL CONFERENCE. KEYNOTE ADDRESS, "PREPARING GRADUATES FOR A TIGHT ECONOMY...AND GREEN JOBS."

JUNE 2009: INDIANA COMMUNITY ACTION ASSOCIATION SYMPOSIUM. KEYNOTE ADDRESS, "A CALL FOR RELEVANCE, RELIABILITY AND VISIBILITY IN INDIANA'S WORKFORCE INVESTMENT SYSTEM."

LANGUAGE PROFICIENCIES

ENGLISH- NATIVE FLUENCY; ITALIAN- FLUENT; RUSSIAN- MODERATE READING PROFICIENCY; FRENCH, LATIN - CERTIFIED READING KNOWLEDGE

Rich Horn

Rich Horn is a Managing Partner of Strategic Capital Partners. Prior to his current role, Rich was President of Horn Properties which he created in 2002 to invest in and develop office, industrial, land and senior housing projects.

Formerly President of Duke Realty, Rich spent 20 years at Duke where he led the REIT into the St. Louis, Cleveland, Chicago, and Minneapolis markets and expanded their presence in Indianapolis, Cincinnati, Columbus, Nashville and Florida. As President of Duke, Rich had direct responsibility for overseeing development, acquisitions, management and leasing for their 13 strategic cities totaling 110 million square feet of office, industrial and retail space.

Rich received his Doctor of Jurisprudence degree, Master of Business Administration and Bachelor of Science degrees from Indiana University. He has been involved with World President's Organization (WPO), Young Presidents Organization (YPO), Urban Land Institute (ULI), NAIOP, Carmel Dad's Club, United Way, Rebuilding Together and the National Entrepreneurship Foundation.

Adapted from Strategic Capital Partners

DORIS L. PRYOR, ESQ.

9617 Turnberry Court • Carmel, Indiana 46032 • (501) 247-2247 • doris.pryor@hotmail.com

EDUCATION

INDIANA UNIVERSITY SCHOOL OF LAW
Doctor of Jurisprudence

BLOOMINGTON, INDIANA
May 2003

- Editorial Staff, *Federal Communications Law Journal*
- Sherman Minton Moot Court Competition, Top Oralist

UNIVERSITY OF CENTRAL ARKANSAS
Bachelor of Arts in Political Science, Summa Cum Laude

CONWAY, ARKANSAS
May 1999

CORPUS CHRISTI COLLEGE OF OXFORD UNIVERSITY
Summer Study Abroad Program

OXFORD, ENGLAND
Summer 1998

WORK EXPERIENCE

U.S. ATTORNEY'S OFFICE
Assistant United States Attorney
Acting National Security Unit Chief

INDIANAPOLIS, INDIANA
August 2006 – present
September 2009 – December 2009

- Represents the United States in criminal cases at both the trial and appellate level
- Develops training programs for federal investigative agencies and private industries
- Applies the procedural rules that accompany the criminal jury trial process
- Performs legal and factual analysis of criminal statute interpretation, plea negotiating, jury trials, appellate brief writing and oral argument
- Prosecutes domestic terrorism, fraud, immigration firearms and violent crime offenses
- Participates in a specialized court focused on reducing recidivism for violent offenders
- Provided supervisory and administrative leadership to the national security unit

BUTLER UNIVERSITY
Adjunct Instructor

INDIANAPOLIS, INDIANA
August 2007 – May 2010

- Teaches undergraduate students the art of competent and principled advocacy
- Trains students to think analytically and communicate legal principles
- Instructs students to weigh and apply both substantive and procedural law principles
- Coordinates the university's participation in intercollegiate mock trial competitions
- Conducts mock interviews, revise cover letters, and develop career strategies

MILLER COUNTY PUBLIC DEFENDER'S OFFICE
Deputy Public Defender

TEXARKANA, ARKANSAS
August 2005 – August 2006

- Provided legal services for indigent clients in pending criminal matters
- Counseled clients on potential defenses, plea agreements, and acquittals
- Defended clients in supervised release hearings and juvenile misdemeanors
- Conducted attorney-client interviews
- Maintained felony criminal docket as directed

JUDICIAL CLERKSHIP EXPERIENCE

HONORABLE J. LEON HOLMES
U.S. District Court for the Eastern District of Arkansas

LITTLE ROCK, ARKANSAS
August 2004 – August 2005

HONORABLE LAVENSKI R. SMITH
U.S. Court of Appeals for the Eighth Circuit

LITTLE ROCK, ARKANSAS
August 2003 – August 2004

JUSTICE ANNABELLE CLINTON-IMBER
State of Arkansas Supreme Court

LITTLE ROCK, ARKANSAS
Summer 2001

PROFESSIONAL LICENSES AND MEMBERSHIPS

ARKANSAS BAR – *Admitted September 2003*

UNITED STATES EIGHTH CIRCUIT – *Admitted March 2004*

UNITED STATES SEVENTH CIRCUIT – *Admitted August 2006*

INDIANAPOLIS AMERICAN INNS OF COURTS – *Admitted September 2006*

ARKANSAS BAR ASSOCIATION

COMMUNITY SERVICE

U.S. SOUTHERN DISTRICT OF INDIANA LOCAL RULES ADVISORY COMMITTEE – *Representative*

U.S. MAGISTRATE JUDGE MERIT SELECTION & REAPPOINTMENT PANEL – *Representative*

U.S. DEPARTMENT OF JUSTICE EXECUTIVE OFFICE FOR U.S. ATTORNEY'S – *Faculty Instructor*

PILGRIM MISSIONARY BAPTIST CHURCH – *Children's Ministry Assistant & Sunday School Teacher*

U.S. DEPARTMENT OF JUSTICE COMPREHENSIVE ANTI-GANG INITIATIVE – *Reentry Coordinator*

NATIONAL BAPTIST CONGRESS OF CHRISTIAN EDUCATION – *Faculty Instructor, Youth Department*

U.S. ATTORNEY'S OFFICE SOUTHERN DISTRICT OF INDIANA – *Special Emphasis Program Chair*

REFERENCES

HONORABLE J. LEON HOLMES
United States District Court for the Eastern District of Arkansas
600 West Capitol, Suite 360
Little Rock, Arkansas 72201
(501) 604-5380

ASSISTANT UNITED STATES ATTORNEY SHARON M. JACKSON, NATIONAL SECURITY CHIEF
United States Attorney's Office for the Southern District of Indiana
10 WEST MARKET STREET, SUITE 2100
Indianapolis, Indiana 46204
(317) 226-6333

DR. LEROY WADLINGTON
Pilgrim Missionary Baptist Church, Pastor
1060 West 30th Street
Indianapolis, Indiana 46208
(317) 925-4563

Scott Bess
1635 West Michigan Street
Indianapolis, IN 46222

317-524-4501

Scott Bess

Experience

2004-present

Goodwill Education Initiatives

Senior Vice President and Chief Operating Officer

- Grew the Indianapolis Metropolitan High School from 75 students to 400 in eight years
- Steered the school through the charter renewal process, resulting in a full seven-year renewal from the Mayor's office
- Directed the creation of the Excel Center, a high school for adults who have dropped out of school
 - Started the school with 300 students and expanded it to 3,000 students at nine sites after three years
- Created the Indiana Network of Indiana Schools, a service organization providing infrastructure needs to traditional, private and charter schools
- Serve on various state-level committees and strategy groups for high school accountability

2002-2004

Goodwill Industries of Central Indiana

Chief Information Officer

- Dramatically improved customer service within the department.
- Developed strategic plan to facilitate Goodwill's Retail growth plans.
- Increased reliability and scalability of all Goodwill technology infrastructures.

1998-2002

The Strategy Group

Senior Partner

- Provided technology and business advice to small- and mid-sized businesses
 - Created a business segment focused on schools
-

1987-1998 Cinergy

Technology Management

- Progressed through multiple levels of technology management, culminating with General Manager of one of Cinergy's three business units
- Led the technology portion of a major corporate re-engineering effort
- Guided the technology integration effort resulting from the merger of Public Service Indiana and Cincinnati Gas and Electric

1983-1987 Beech Grove School Corporation

Teacher and Coach

- Taught Middle School Mathematics and Computer Technology
- Developed Middle School computer curriculum
- Coached Middle School boys' basketball and High School baseball

Education

1979–1983 Purdue University

- B.S. Mathematics and Secondary Education
- Dean's List

2011 – 2012 Marian University

- Turnaround School Leadership Program
- Master's Degree (M.A. Teaching)

Boards

2012 – Present Ivy Tech Community College Central Region Board

2009 – Present EmployIndy Board of Directors

- Serve on Executive Committee

2010 – 2012 College Mentors for Kids Board of Directors

- Served on Executive Committee

1998 – Present Danville Community School Corporation Board

- Serving 4th term as a member
 - School corporation consistently rated as a top-performing corporation
 - Developed strategic plan for the corporation, including expansion of alternative education
-

Sheila A. Dollaske

630 N. College Ave. Unit 401, Indianapolis, IN • 440-554-3168 • sheila.seedhouse@gmail.com

EDUCATION

INDIANA UNIVERSITY– *Bloomington, IN*
Doctor of Education in Educational Leadership

In progress

COLUMBIA UNIVERSITY, TEACHERS COLLEGE – *New York, NY*
Master of Education in Organization and Leadership

Graduation: August 2013

NATIONAL LOUIS UNIVERSITY - *Chicago, IL*
Master of Arts in Teaching

Graduation: May 2010

BUTLER UNIVERSITY – *Indianapolis, IN*
Bachelor of Science in Biology

Graduation: May 2008
Minor: Spanish

EXPERIENCE

INDIANAPOLIS PUBLIC SCHOOLS, KEY LEARNING COMMUNITY- *Indianapolis, IN*
Principal

2012-2015

- Transformed low-performing urban school with 400+ students and 50+ staff members through a reconstitution process; measurable impact included state letter grades of middle and high schools rising from Fs to Cs
- Designed and implemented a data driven culture with an average performance rate of 19% higher on standardized assessments in grades K-12
- Improved key performance metrics including an increase of 28% passing IREAD3, an 81% increase passing Algebra 1 ECA, and a decrease of graduation waivers by 44%
- Engaged and energized school community in common mission and vision; coordinated and aligned all staff and supports with school wide goals, language, and priorities
- Lead implementation of Positive Behavioral Interventions and Supports, resulting in fewest physical fights per student of any secondary school in IPS
- Collaborated with and received feedback from leading experts, including Dr. Howard Gardner & Dr. Tom Hoerr
- Allocated budgets and staff to best meet overall goals; pursued additional funding including the completion of two applications for multi-million dollar grants
- Developed and cultivated partnerships with key community stakeholders, including the Central Indiana chapter of the Indiana University Alumni Association, Eli Lilly, Ingredion, IPL, and West Indy Development Corporation

COLUMBIA UNIVERSITY, SUMMER PRINCIPALS ACADEMY- *New York, NY*
Internship Coach

2014-Present

- Guide and coach an intern throughout course work and projects during intern year, including coordination with supervisors, professors, and program directors
- Provide constructive feedback on graduate level papers and projects throughout year

MAYOR'S TASK FORCE, JUSTICE CENTER - *Indianapolis, IN*

2014-Present

Task Force Member

- Advocate for the needs of the school and greater community during bi-weekly meetings to discuss the new justice center in Indianapolis
- Partner with stakeholders to provide the mayor with recommendations and information

INDIANA DEPARTMENT OF EDUCATION, A-F COMMITTEE- *Indianapolis, IN*

Panel Member

2013-2014

- Drafted and discussed new A-F accountability system for the state of Indiana as a part of a 17-member panel
- Advised the Indiana State Board of Education on recommendations for new accountability system in response to House Enrolled Act 1427

Sheila A. Dolaske

CHICAGO PUBLIC SCHOOLS, WEST SIDE NETWORK - Chicago, IL

Instructional Support Leader

2011-2012

- Develop the capacity of principals, assistant principals, and instructional leadership team members in twenty-six underperforming and low-income high schools
- Diagnose areas of growth and oversee the implementation of aligned solutions focused on school performance policy metrics, social-emotional learning, and Danielson's framework for teaching
- Increase ability of school leadership to establish effective internal structures, integrate Common Core State Standards skills based instruction, and develop external support and partnerships

FARRAGUT CAREER ACADEMY, TEACH FOR AMERICA – Chicago, IL

One Goal (formerly Urban Students Empowered) Program Director

2010-2012

The mission of One Goal is to identify and train highly effective teachers to lead underperforming students in low-income high schools to enroll in and graduate college. Through this program students are provided with the resources, supports, and networks necessary to make college an accessible reality.

- Empower 22 students to demonstrate the skills and mindsets of successful college students, including growing an average of 2.8 points on the ACT, having a 92% attendance rate, and an average increase in GPA of 0.25 in two semesters
- Develop targeted supports for students by building upon relationships with school and community members
- Execute lessons guiding students through all aspects of college application, admission, financial aid, enrollment, and persistence
- Established funding and commanded logistics for a \$3,500 college visit weekend for 22 students

Environmental Science Teacher, Course Team Leader

2008-2011

- Led students to 80% mastery of Environmental Science content knowledge and 3.8 points average growth in Science Explore during 2008-2009, 2009-2010, and 2010-2011 school years
- Directed weekly meetings for five member content team based on curriculum design, assessment alignment and creation, data analysis, and post implementation reflection
- Transitioned and mentored new teachers to meet the established outcomes of the department and course team
- Conceptualized, piloted, and coached department in implementation of mastery grading and tracking systems
- Designed, implemented, and trained colleagues in co-teaching standards and protocols for co-teaching relationships focused on increasing student achievement

Data Team Member

2010-2011

- Analyzed data and provided next steps for school leadership based on current academic achievement data and trends
- Synthesized, disseminated, and delivered weekly reports for academic achievement data of over 400 sophomores

Freshman Academy Small Learning Community Lead

Fall, 2011

- Presided over 335 freshmen and 26 freshmen teachers to ensure 84% of freshmen students are on track to graduate
- Coordinated competitions, incentives, learning experiences, mini-lessons, and field trips to increase the freshmen success rate
- Influenced school-wide academic and administrative decisions as a member of the Instructional Leadership Team

VOLUNTEER ACTIVITIES

COLLEGE MENTORS FOR KIDS- Indianapolis, IN

2004-2008, 2013- Present

Board Member (2013-Present) President, Vice President, Activities Director, General Manager (2005-2008)

- Presided over a volunteer staff of 20 college students, and 80 college student mentors
- Managed weekly visits to Butler's campus for 80 first through fourth grade children who were at-risk
- Guided relations between Butler's chapter of College Mentors, College Mentors Headquarters, elementary school partners, and university leaders
- Integrated topics of Higher Education, Culture & Diversity, and Community Service into interactive activities
- Chosen from over one-hundred college leaders and honored as College Mentors for Kids Chapter Leader of the Year (2008) and nominated and received YWCA Indianapolis Salute to Women of Achievement Award: Collegiate Woman of the Year Award (2008)

Attachment P

<i>Name of Organization</i>	<i>Representative from Organization</i>	<i>Address, phone number, and email address</i>	<i>Nature of the partnership with the school</i>	<i>Is a letter of support included in the application?</i>
West Indianapolis Development Corporation	Jeff Gearhart, Executive Director	1211 S. Hiatt St., Indianapolis, IN 46221 317-638-9432 jeff@westindydev.org	Community Engagement and Support	Yes
Mary Rigg Neighborhood Center	Clark Lienemann, Executive Director	1920 West Morris St., Indianapolis, IN 46221 317-639-106, clienemann@maryrigg.org	Community Engagement and Partner in Services	Yes
Eli Lilly and Company	Mary Jo Sashegyi, Community Outreach	Lilly Corporate Center, Indianapolis, IN 46285 317-433-3800 sashegyi_mary_j@lilly.com	Community Engagement	Yes
The Mind Trust	David Harris, Founder & CEO	1630 N. Meridian St., Indianapolis, IN 46202 317-822-8102 dharris@themindtrust.org	Community Engagement	Yes
IUPUI Office of Community Engagement	Jim Grimm, Director of University/ Community School Partners; Co-chair of Westside Education Task Force	518 Indiana Avenue, Indianapolis, IN 46202 317-278-2000 jagrim@iupui.edu	Community Engagement and Support	Yes
Indianapolis Public Schools	Aleesia Johnson, Innovation Officer	120 E. Walnut St., Indianapolis, IN 317-226-4000 johnsonal@myips.org	Innovation School District Partner	Yes



West Indianapolis Development Corporation

September 8, 2015

Mayor Gregory Ballard
Office of the Mayor
200 E. Washington Street #2501
Indianapolis, IN 46204

RE: Charter Middle School Serving West Indianapolis

Dear Mayor Ballard:

We are pleased to learn that Mind Trust Fellow, Sheila Dollaske, has developed a Middle School proposal for the near west side. Its implementation will fill a vital void in the educational offerings in our neighborhood.

West Indianapolis is a community surrounded by good employment opportunities. Yet, forty-four percent of our residents between the age of 18 and 25 lack a high school diploma or equivalent, meaning these jobs are unavailable to them. The middle school years appear to be the age at which our students are beginning to fade out of the educational system. Currently, no single school is solely focused on these critical years. This proposal is a positive step to begin to address this system failure.

In a recent MIBOR survey of "neighborhood preferences" seventy-eight percent of respondents ranked quality neighborhood schools in importance in selecting a neighborhood in which to live. The West Indianapolis community is able to tout its grade schools' performance and improving high school graduation rates. A quality middle school will not only improve the lives of our current residents but aid in attracting new residents as well.

The resident-serving organizational partners in West Indianapolis look forward to the opportunity to assist with implementation.

Sincerely,

Jeff Gearhart
Executive Director



September 10, 2015

Mayor Gregory Ballard
Mayor, City of Indianapolis
200 E. Washington St, Suite 2501
Indianapolis, IN 46204

Dear Mayor Ballard:

This letter is in strong support of Sheila Dollaske's proposal for a charter school to develop a new Westside Community Middle School in the historical west Indianapolis neighborhood in inner-city southwest Indianapolis. The targeted area is one of the most challenged neighborhoods in Indianapolis when it comes to educational attainment and extreme poverty as detailed in the latest census results, local school indicators, and the comprehensive SAVI community data from IUPUI and Polis Center.

Mary Rigg Neighborhood Center is a 103 year old nonprofit organization that is located right in the heart of historical West Indianapolis and serves a vital mission to empower individuals everyday through an emphasis on learning – with youth and adults – and providing a wide range of services and community impact that provides help and hope in inner-city southwest Indianapolis. Mary Rigg Neighborhood Center (MRNC) has a long history of providing and collaborating with extensive community partnerships to strengthen youth development and adult educational and vocational opportunities in Indianapolis. MRNC stands ready to support and collaborate with the charter school proposal. As evidence of how we could support and work together with Sheila, MRNC is currently involved with the following significant innovative efforts to improve community results for students and adults living in west Indianapolis:

- For the last 5 years, part of the nationally prestigious Social Innovation Fund, 1 of the leading Center for Working Families sites in Indianapolis providing innovative one-on-one coaching for adults looking for alternative paths to better education and employment. MRNC leads the Indianapolis network in adult education and employment placement results. Intensive long term coaching is provided in three areas – job coaching, financial coaching, and community resources coaching all with intensive performance tracking and measurable results.
- MRNC successfully served as lead partner, coordinating entity, and fiscal agent for a \$2.4 million 5 year US Department of Education Full Service Community School grant, and 1 of 10 inaugural awardees nationally, the largest awardee, and the only one in the Midwest.
- One of Indianapolis' leading sites for High School Equivalency classes, English as Second Language classes, industry-specific career training and job placement programs – all with comprehensive wrap-around supports available to help truly empower individuals to achieve progress.
- Actively working collaboratively with Indianapolis Public Schools, Wayne Township schools, United Way Bridges to Success, IUPUI and numerous other partners who are all committed to improving student progress, schools, and community – both for youth and adult students – directly in west Indianapolis.
- New emerging provider of dual-generational services and supports, actively coaching and tracking results for both students in elementary school and their adult parents enrolled in MRNC programs, 1 of only 5 such organizations funded in Indianapolis with a national Siemer Foundation grant this year.

MRNC has a deep commitment to serving youth and adults – leading to better education, vocation, post-secondary and employment success. Also, MRNC has a deep commitment to doing it collectively, collaboratively with extensive and genuine community partnerships all aligned with common goals of creating the necessary conditions for learning that strengthen students, schools, adults, and families...and in fact that empowers and strengthens the entire community.

It is in this context of MRNC's deep commitment to empowering students that we strongly support and would look forward to working collaboratively with the charter school proposal for Sheila Dollaske's middle school innovation. I have worked with Sheila for several years in her position as an outstanding principal and community leader. She has demonstrated that she has exceptional leadership energy, enthusiasm, and expertise to "makes things happen" in west Indianapolis. I support the idea that through a charter school, Sheila could be unleashed to deliver an even stronger vision, better solutions, and develop a comprehensive community-focused school approach that would be seen as a model for how to connect with students and families, educate students and adults, serve the holistic needs of today's students and families, and empower the students, families, school and the entire school community to achieve better success together.

In summary, Mary Rigg Neighborhood Center fully supports Sheila Dollaske's Westside Community Middle School charter school proposal. Please feel free to contact me directly at 317-639-6106 x233 if you have any questions or wish to discuss this exciting opportunity further.

Thank you for your consideration.

Sincerely,



Clark Lienemann
Executive Director

September 9, 2015



Ms. Kristin Hines
Office of Education Innovation
City of Indianapolis, Office of the Mayor
2501 City-Council Building
200 E. Washington Street, Suite 2500
Indianapolis, IN 46204

Eli Lilly and Company

Lilly Corporate Center
Indianapolis, Indiana 46285
U.S.A.
+1.317.276.2000
www.lilly.com

Dear Mr Brown:

I am writing to express the strong support of Eli Lilly and Company for Sheila Dollaske's charter application for the Westside Community Middle School that uses wrap-around services for the entire family to engage West Indianapolis' most at-risk students in a high quality education.

Lilly is deeply vested in the interests of the West Indianapolis neighborhood and has been engaged in efforts to address the various needs of this community for some 20 years. The Company, in close partnership with various other stakeholder organizations, has come to understand these needs very well, in addition to the drivers most likely to result in significant, lasting change for the better. Education is at the heart of these drivers. In particular, a strong middle school presence is needed in the neighborhood to continue to build on the early learning successes at the primary level, and to help students establish as robust an educational foundation as possible in preparation for embarking on the critical high school years. A complementary imperative is to offer students who have dropped out of high school a second chance to obtain their diploma, while gaining important practical skills.

Sheila Dollaske's proposal to create a new middle school, as well as offering high school positions in partnership with Goodwill Excel Center to those wishing to complete their secondary education, addresses both of the needs addressed above. Through her experience of teaching, administrative leadership and knowledge of the community, Ms Dollaske is uniquely cognizant of the important investment in the future of the West Indianapolis neighborhood and the community at large that her vision represents. Lilly understands the value of this investment and the positive impact it will make, given sufficient support to make her vision a reality.

I strongly encourage you to grant Ms. Dollaske a charter to launch what West Indianapolis students need to take advantage of the many career opportunities that surround them – a high quality middle school and a second-chance high school.

Sincerely,

Mary Sashegyi
Community Outreach Consultant
Eli Lilly and Company

cc: Robert L. Smith

September 10, 2015

The Honorable Gregory Ballard
Mayor, City of Indianapolis
200 E. Washington St, Suite 2501
Indianapolis, IN 46204

Dear Mayor Ballard:

We are pleased to support Sheila Dollaske's charter application for her proposed Westside Community Middle School. The Mind Trust currently supports Sheila as part of the Innovation School Fellowship – one of our three education incubators – and we will continue to support her as she launches a high-performing, community-focused Innovation Network School within the Indianapolis Public Schools (IPS).

Sheila is a career educator who brings years of hands-on experiences in urban school settings in Chicago and Indianapolis to her work as a new Innovation School Fellow. Her proposed school is a neighborhood middle school that will serve as the hub of the community. In collaboration with community leaders and families, Sheila envisions a school that provides an excellent education for middle school scholars, while working strategically with families to ensure their long-term aspirations are met.

Sheila comes to the fellowship after three years of service as principal of the Key Learning Community in the Indianapolis Public Schools. She was charged with transforming a struggling school with 450+ students and 50+ staff members and raised the school's academic performance by two letter grades in just three years.

Before returning to Indianapolis to lead the Key School, Sheila was a teacher and administrator in the Chicago Public Schools (CPS) system as a member of the Teach For America (TFA) corps. She spent several years at Farragut Career Academy as a science teacher, while also leading other innovative school efforts.

She also was the "small learning community" lead, where she presided over 335 freshman students and 26 teachers to ensure a vast majority of students were on track to graduate. She also helped analyze academic achievement data and provided next steps for school leadership based on current practices and trends. Sheila later served as an instructional support leader for CPS, where she coached and developed principals and instructional leadership team members in 26 high schools.

Sheila has been active in several efforts to improve public education. She was a member of the Indiana Department of Education's A-F Committee, where she helped draft the state's new A-F accountability system in response to legislative changes.

Sheila presented a compelling vision and plan for her new Innovation Network School and underwent a rigorous review and selection process. Then she was interviewed by a blue-ribbon selection committee, which included local and national education experts representing La Plaza, IPS Board of School Commissioners, UNCF National Office, Walton Family Foundation, City of Indianapolis, United Way of

Sheila Dollaske
p. 2

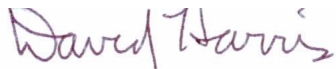
Central Indiana and TNTP (The New Teacher Project). Her application was recommended enthusiastically for our Fellowship and approved by our board of directors.

The Mind Trust provides the fellow with up to two years salary, healthcare and benefits as they develop their school model. Fellows also receive significant support during their planning time, including office space, opportunities to travel to engage with leaders at the nation's best schools and access to and feedback from The Mind Trust's local and national network of education experts.

Sheila began her fellowship with The Mind Trust in July and already is hard at work gathering data, information and best practices; meeting with parents and community stakeholders; and further refining the vision and design for her school.

The Mind Trust will continue to support Sheila in any way we can. We cannot think of a stronger leader to launch a new charter school in Indianapolis, and we offer our unreserved support for her application. If we can offer additional insights or detail, please do not hesitate to contact us.

Sincerely,



David Harris
Founder & Chief Executive Officer



Brandon Brown
Vice President of Education Innovation



IUPUI

**FAMILY, SCHOOL
AND NEIGHBORHOOD
ENGAGEMENT**

OFFICE OF COMMUNITY ENGAGEMENT

Indiana University-Purdue University
Indianapolis

September 10, 2015

To whom it may concern:

This letter is written to express full support for the Westside Community Middle School with an adult education component as proposed by Mind Trust Fellow Sheila Dollaske. Mrs. Dollaske envisions a school that directly addresses the multiple layers of challenges facing youth of middle school years, including adolescence, less-than-stellar economic factors, and as a result, families who could really benefit from engagement in their children's learning as they re-engage in their own living wage career certification programs. As an individual involved in public education for 35 years—20 of them on the Indianapolis Near Westside—Mrs. Dollaske's innovative proposal is one of the most promising to be devised.

While the socio-economic demographics of the Near Westside and academic achievement data clearly identify the need for the proposed school, I believe what will ensure its success is Mrs. Dollaske's engagement of individuals from throughout the community to help lay the mission and curriculum foundation up front. She has enlisted an impressive group of stakeholders who meet monthly to help her consider, review, test, and identify the best possible plans for implementation of her vision. In doing so, she already has ensured school community buy-in for success and shared responsibility.

As a result, I am confident that Mrs. Dollaske's Westside Community Middle School will succeed. Please give her proposal your full consideration because the children and families of the Indianapolis Near Westside deserve every chance to succeed, and this vision provides a means for doing so.

Sincerely,

A handwritten signature in black ink that reads "Jim Grim".

Jim Grim

Director of University/Community School Partnerships
Co-Chair, Westside Education Task Force



The Honorable Gregory Ballard, Mayor
City of Indianapolis
200 E Washington St, Suite 2501
Indianapolis, IN 46204

September 10, 2015

Dear Mayor Ballard:

It is with great enthusiasm that I support Sheila Dollaske and her charter application for Westside Community Middle School. Earlier this year, Sheila was named an Innovation School Fellow by a joint panel of Indianapolis Public Schools and Mindtrust representatives. Because of her prior experience as a successful IPS principal and the work that she is doing this year to thoughtfully and purposefully plan the launch of her school, we have every confidence that she will be successful and are looking forward to ultimately partnering with her to grow our existing community of Innovation Schools.

Sheila has already been very deliberate in her engagement of not only the broader west side community but also the existing IPS schools in the community where she hopes to locate. We deeply value her commitment to being a true neighborhood school and serving the students there who need an excellent education the most.

We believe strongly in Sheila's leadership, and we know that she will create a strong school that will result in positive outcomes for our students. Westside Community Middle School will be a valuable asset to our city, and we look forward to a long and impactful partnership in the future.

Sincerely,

A handwritten signature in black ink, appearing to read "Aleesia Johnson", with a long, sweeping horizontal line extending to the right.

Aleesia Johnson
Innovation Officer, Indianapolis Public Schools

September 10, 2015

Kristin Hines

Mayor Ballard's Office of Education Innovation

200 E. Washington, Suite 2500

Indianapolis, IN 46204

Dear Ms. Hines,

I am writing today in support of Sheila Dollakse and her application to open a Charter School in Indianapolis.

I am very impressed with Mrs. Dollaske and her desire to bring quality education to the students in West Indianapolis. Her plans to open the Westside Community Middle School come at a time when West Indianapolis is in need of a strong middle school, to give those students the focus and attention that they can sometimes lack when they are in the same building with older students. We have seen that students who attend community schools also benefit from a wide range of community partners who provide additional support to the students and staff. Having community leaders engaged with students is a great way to inspire and empower students to aspire to more than what they might otherwise believe possible. Mrs. Dollaske recently spent a significant amount of time with members of the West Indianapolis community seeking guidance on what they felt their students needed academically, socially, and environmentally to succeed. She has also created a "new school input committee" to help her refine and determine the best possible ways to ensure that success. Parents who have the opportunity to send their middle school students to a community supported middle school can also be inspired to seek their own educational enhancement, as we know that a good percentage of the adults in West Indianapolis do not have a high school diploma or equivalency. In my experience with new charter operators coming to Indianapolis and only engaging the community after they have signed their charter and found a location, Mrs. Dollaske's methods give me hope of the success of this school, compared to those charters who have now pulled out of our area all together.

I look forward to partnering with Westside Community Middle School as we, the community, work to enhance and improve the lives of the students of West Indianapolis and their families. Thank you for the opportunity to speak on their behalf.

Sincerely,

Lisa Laflin

Mayor's Neighborhood Liaison

City of Indianapolis

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